

# Talent Management Pilot

## TEACHER REFERENCE GUIDE

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*Dennis M. Walcott, Chancellor*

September 7, 2011

Dear Teacher,

As an educator, you know better than anyone that teachers have the power to change students' lives. The New York City Department of Education is committed to helping all our teachers reach their full potential in the classroom—because when our teachers succeed, our students succeed, too.

Supporting our teachers starts with an evaluation system that provides accurate, useful information about their strengths and about areas in which they need development—something our current evaluation system simply does not do. We have organized the pilot you are participating in to help us design a better approach. The goals of the new system are simple: to ensure you receive the regular feedback and individualized support you need to do your best work, and to ensure that school leaders have the information they need about teacher performance to build the strongest possible instructional teams.

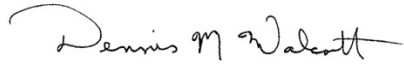
As a participant in this low-stakes pilot, you have an opportunity to help us further refine the new evaluation model before we introduce it citywide. We will rely on you to share your thoughts, reactions, and ideas about the model through conversations with your school leaders and through your participation in periodic surveys and town halls hosted in pilot schools throughout the year.

This new evaluation system represents a big change from the current one, and big changes are never easy. Our City's schools are moving from a system that rated nearly every one of our 75,000 teachers "Satisfactory" to one that will give you more regular and honest feedback about your performance. There will be no stakes attached to your rating under the pilot evaluation model this year as we continue to refine the model. However, as you adjust to the new system, I hope you will keep an open mind and let us know how we can make the transition easier for you and your colleagues in the years to come. I am confident that you will experience immediate benefits from this pilot that will help you reach your professional goals.

This reference guide explains the key features of the new system, including the clear expectations it sets for teachers, how and when teachers will receive feedback and support from school leaders, and how summative ratings will be calculated based on multiple measures of success. I hope this guide will answer many of your questions about this pilot, so please take the time to review it. Soon, we will debut a Talent Management Pilot Web site with more information about the pilot and the new evaluation system, as well as links to additional resources. You can also e-mail the pilot team at [talentmanagementpilot@schools.nyc.gov](mailto:talentmanagementpilot@schools.nyc.gov) if you have questions.

With your help, our new evaluation and development system will become a valuable resource for teachers and school leaders across the City—one that helps educators serve our students even more effectively. Thank you for participating in this pilot, and as always, thank you for the work you do on behalf of our students every day.

Sincerely,

A handwritten signature in black ink, reading "Dennis M. Walcott". The signature is fluid and cursive, with the first name "Dennis" being more prominent and the last name "Walcott" following in a similar style.

Dennis M. Walcott  
Chancellor

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# Talent Management Pilot Essentials

## Background

In January 2010, the New York City Department of Education (NYCDOE) launched a major initiative to redesign the way in which school leaders evaluate, develop, and support their teachers. A cross-functional working group at NYCDOE, in consultation with the United Federation of Teachers (UFT), designed a new teacher evaluation and development model that would consider both classroom practice and student outcomes to assess teacher effectiveness, using the guiding principles detailed in this guide.

To test the model, twenty schools – representing all grade levels, all five boroughs, and a wide range of student populations – piloted this new system during the 2010-11 school year. In this low-stakes pilot, NYCDOE collected data on the new teacher ratings and sought feedback from both teachers and school leaders to identify what elements worked well and what should change. NYCDOE expanded the pilot to 111 schools across six networks for the 2011-12 school year, again seeking a cross-section of schools that reflect the diversity of the city. The district also expanded the pilot's focus for its second year, looking to consider overall talent management strategies and the capacity of networks to support schools in this work.

State policy has defined the parameters of our model, but information from the pilot will significantly shape how we design and implement it going forward. In 2010, the New York State Legislature adopted legislation altering the teacher evaluation process to require annual performance reviews incorporating both observations and student learning outcomes. The New York State Education Department (NYSED) later adopted regulations to guide implementation of the new law. Under the new policy, districts must rate teachers at one of four levels of performance: Highly Effective, Effective, Developing, and Ineffective.

NYCDOE designed its model system in compliance with this new legislation. However, we hope that continued data collection and feedback from our education professionals will help make this model rigorous and fair - and prove that heightened expectations can positively influence classroom practice, support strong professional learning communities, and ultimately improve student outcomes – before we must implement it in all NYC schools. The same legislation calls for more rigorous evaluation of building principals as well; while such evaluation is not part of this pilot, principals' ability to implement the new teacher evaluation and development model will factor into NYCDOE's design of that system.

The new model marks a significant change from the current Satisfactory/Unsatisfactory rating scale; under this new approach, NYCDOE seeks to raise the bar for both teachers and their school leaders, who must obtain a detailed understanding of each teacher's practice and work with each teacher to support their development.

## Guiding Principles

Three core beliefs underpin the evaluation and development model:

1. **Students** - *All children can achieve, no matter their life circumstances.*
2. **Teachers** - *Teachers are the key levers in influencing the achievement of their students.*

3. **School Leaders** – *School leaders have the ability to lead the change necessary to implement effective talent management practices in their school.*

Driven by those beliefs, the district has incorporated the following key elements into the design of the new teacher evaluation and development model:

- More frequent, concrete feedback to teachers about their practice, informed by multiple classroom observations and an ongoing review of student academic growth;
- Targeted development and support opportunities for teachers to improve their practice;
- Increased collaboration between teachers and school;
- Accurate differentiation in evaluation ratings, to better support teachers who are developing in their practice and to recognize highly effective teachers;
- Multiple measures of teacher performance, to ensure the most accurate and complete understanding of each teacher's practice and development needs and to recognize teachers' efforts to help their students make academic progress.

## Teacher Evaluation Criteria and Measures

The new evaluation structure consists of three components:

1. *Assessment of Teacher Practice*: An evaluation of the core instructional practices that positively affect student learning, based on the quality of planning and instruction and the classroom environment a teacher creates. (50-60 percent of total summative evaluation.)
2. *Measures of Student Learning*: Multiple measures of student learning outcomes appropriate for each grade and subject, including state-required and locally-selected assessments. (40 percent of total summative evaluation.)
3. *School-Defined Elements (optional)*: School-defined measures that allow individual schools to emphasize their unique priorities within the structure. (10 percent of total summative evaluation if used, reducing Assessment of Teacher Practice to 50 percent.)

## ASSESSMENT OF TEACHER PRACTICE

The current evaluation system places too much emphasis on a few high-stakes observations and assessments and fails to accurately capture teachers' everyday practice. It also fails to provide meaningful, actionable feedback to help teachers develop. The new model emphasizes a comprehensive review of teaching practice against clear standards, based on multiple observations. Following observations, school leaders provide teachers with specific feedback, diagnosing teacher development needs, and tailoring support to these needs. NYCDOE expects school leaders to communicate clearly their expectations with teachers on an individual basis and to use classroom observations to assess whether those expectations are met.

To learn as much as possible about what evaluation tools work best in our city's school, pilot schools will use one of two abbreviated versions of the 2011 *Framework for Teaching* by Charlotte Danielson, a nationally-recognized rubric for looking at teachers' instructional practice, as the common language for teachers and school leaders to assess teaching practice. Schools in three networks will use a modified version of the 2011 *Framework*, informed by input from pilot

school participants in 2010-11. Schools in the other three networks will use the abbreviated 2011 *Framework* with no modifications.

The modified rubric has been adjusted to include specific references to students with disabilities and English language learners. The modified rubric also seeks to ensure greater specificity of language within the rubric based on feedback from reviewers last year. The use of two rubrics in the pilot will provide NYCDOE and UFT with valuable information to inform the official rubric the City chooses to adopt when the new teacher evaluation and development model is implemented for stakes across the system.

The 2011 *Framework* is comprised of four domains, each of which contains multiple competencies. In both of the versions used in pilot schools, schools will focus on the same six competencies and their associated elements from three of those domains (See [Appendix A](#) for a full copy of the classroom observation form for schools using the NYCDOE-modified Danielson 2011 rubric and [Appendix B](#) for a full copy of the classroom observation form for schools using the abbreviated 2011 Danielson rubric):

#### Domain 1: PLANNING AND PREPARATION

##### **1. Designing Coherent Instruction:**

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure
- Assessment plans (*modified rubric only*)

#### Domain 2: THE CLASSROOM ENVIRONMENT

##### **2. Establishing a Culture for Learning:**

- Importance of the content
- Expectations for learning and achievement
- Student pride in work

##### **3. Managing Student Behavior:**

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

#### Domain 3: INSTRUCTION

##### **4. Using Questioning and Discussion Techniques:**

- Quality of questions
- Discussion techniques
- Student participation

##### **5. Engaging Students in Learning:**

- Activities and assignments



- Grouping of students, instructional materials, and resources
- Structure and pacing
- 6. **Using Assessment in Instruction:**
  - Assessment criteria
  - Monitoring of student learning
  - Feedback to students
  - Student self-assessment and monitoring of progress

## MEASURES OF STUDENT LEARNING

The current evaluation system does not account for the ultimate responsibility of teachers: ensuring their students master grade level standards and make progress that sets them on a track for college and career readiness. The new model integrates measures of student learning to capture the extent to which each teacher fulfills that mission.

NYCDOE will pilot a series of assessments and metrics during the 2011-12 pilot year to identify the best approaches to incorporating student learning outcomes into teacher evaluation and development. The district selected these pilot assessments and metrics based on the following guiding principles, the experience of schools and feedback from teachers in the 2010-11 pilot, and best practices from other districts' evaluation systems:

- **Sound teaching practice that leads to student learning.** Measures of student learning should lead to better supports for teacher development and, as a result, improved student learning.
- **Equity and fairness.** Measures of student learning should be fair to all teachers, regardless of where and who they teach and comparable across all teachers. Where possible, measures of student learning should include multiple assessments and metrics so many data points are included in a teacher's rating.
- **Teachers' support:** Measures of student learning should be understood and supported by the teachers held accountable to them.
- **Compliance with new state policy.** Because this pilot is designed (in part) to prepare the City to implement a new model of teacher evaluation and development across all schools in future years, measures of student learning should adhere, wherever possible, to [requirements](#) of new state policy.

## Assessments

Though State tests and Regents exams cover only a limited number of grades and subjects, the pilot will evaluate teachers of every grade and subject. Accordingly, NYCDOE will support the administration of four common assessments, group measures, and two types of school-developed assessments in the 2011-12 pilot to determine what types of assessments work best for purposes of teacher evaluation. School leaders will be responsible for verifying teacher and course data to ensure that each teacher receives their appropriate measure assignment. (See [Appendix D](#) for a chart showing the default measure of student learning for each grade and subject; see also [Appendix E](#) describing the data verification process.)

## Common Assessments

The district will assign at least one common assessment or group measure as a default measure for each grade and subject in accordance with new state policy requiring that measures of student learning used as part of teachers' evaluations be comparable and common across teachers of the same grades / subjects. (See [Appendix D](#) for more information.) In addition to the State tests and Regents exams already in use, NYCDOE will pilot three other types of common assessments (assessments that will be identical for all teachers of that grade and/or subject) during the 2011-12 pilot year:

### 1. State Tests and Regents Exams

- a. **Origin:** Testing experts (e.g., Pearson Learning); vetted by NYSED
- b. **What:** End of grade/subject tests currently in use
- c. **When:** Generally at the end of the year
- d. **Who:** All who teach a course leading to a State test:
  - i. Grades 3-8: ELA and Math
  - ii. Grades 4 and 8: Science
  - iii. High School: All courses leading to a Regents exam
- e. **Common Core:** Will be fully aligned to content and rigor in 2014-15
- f. **More information:** Webinar posted on ARIS Learn no later than September 23

### 2. New Common Assessment: Performance Tasks

- a. **Origin:** Designed via partnership between assessment experts and groups of current NYC teachers in summer 2011
- b. **What:** Open-ended and constructed-response questions requiring demonstration of higher order thinking skills; principals can select from two tasks for each grade/subject
- c. **When:** Two administration windows: October 17-28; April 2-13 (tentative)
- d. **Who:** Select grades/subjects will pilot performance tasks:
  - i. Kindergarten/Pre-K
  - ii. Grades 3, 4, 6, and 7: Select subjects (see [Appendix D](#))
  - iii. High School: Integrated Algebra; U.S. History; Living Environment; Pre-Regents English
- e. **Common Core:** Aligned to standards selected for NYCDOE's [Instructional Expectations](#) for 2011-12
- f. **More Information:** Webinar posted on ARIS Learn no later than September 23; [Appendix F](#) for descriptions of performance tasks; [Appendix G](#) for description of necessary school-based support roles for implementation of performance tasks

### 3. New Common Assessment: Computer Adaptive Assessments (CATs)

- a. **Origin:** Developed by assessment experts (e.g., NWEA) with significant trials and analysis of assessment questions
- b. **What:** Multiple-choice assessments, administered online, in which questions adjust based on the answers that students provide

- c. **When:** Two administration windows: October 17-28 (baseline); April 2-13 (student growth; tentative)
  - d. **Who:** Pre-selected schools with technology/hardware to implement CATs (based on information gathered in early September):
    - i. Grades 5-6: Literacy and Math
  - e. **Common Core:** Partially aligned to Common Core for 2011-12; NWEA has mapped most items to the Common Core standards
  - f. **More Information:** Webinar posted on ARIS Learn no later than September 23; [Appendix G](#) for description of necessary school-based support roles for implementation of CATs
- 4. New Common Assessment: Collaborative Design Assessments**
- a. **Origin:** Designed in summer 2011 by a group of NYC teachers using the NYSED Languages Other Than English (LOTE) assessment as a model
  - b. **What:** Common assessment aligned with curricula used by current NYCDOE teachers, designed to measure growth in Spanish I for Spanish language learners as well as heritage language speakers
  - c. **When:** Two administration windows: October 17-28 (baseline); April 2-13 (student growth; tentative)
  - d. **Who:** High School: Introductory Spanish.
  - e. **Common Core:** For 2011-12 pilot subject, aligned to ACTFL National Language Standards
  - f. **More Information:** Webinar posted on ARIS Learn no later than September 23

#### Group Measures

In accordance with new state policy requiring that measures of student learning be comparable for teachers of the same grades and subjects, NYCDOE will offer the pilot common assessments in some grades and subjects. (See [Appendix D](#) for more information.) For teachers of grades and subjects without available common assessments, however, NYCDOE will allow schools to select a Group Measure as the teacher's default measure of student learning. Group Measures promote collaboration towards common goals for student performance by using school-wide or grade-wide student performance data to evaluate teachers without a common measure.

#### 5. Group Measures

- a. **Origin:** Results from State tests
- b. **What:** School-wide performance on state ELA tests (or an alternative group measure if a principal believes it better suited for a teacher's instruction; see [Appendix D](#)) used as a measure for teachers of non-tested subjects
- c. **When:** On same time schedule as State tests; if principals elect to change a teacher's group measure selection, they must do so by November
- d. **Who:** Teachers who do not have a statewide/citywide test that directly covers the content they teach; teachers who have only one statewide/citywide assessment covering the grade/subjects they teach.
- e. **Common Core:** Same alignment schedule as State tests

- f. **More information:** Webinar posted on ARIS Learn no later than September 23

#### School-Determined Assessments

Pilot schools will have the option to create or compile their own assessments to measure effectiveness in two circumstances: (a) where the school already has a well-defined culture of assessment and has assessments that can meet NYCDOE and state expectations for rigor and comparability, or (b) where a principal wants to opt out of the group measure for teachers for whom a common assessment is not currently available. For these situations, NYCDOE seeks to understand whether a school-based assessment approach can still meet the requirements of new state policy regarding rigor and comparability. The district also seeks to identify existing school-developed assessments that could be used as common assessments in the future.

#### 6. School-Determined Assessment: Variance Options (Common Rubrics and School-Selected Rubrics)

- a. **Origin:** Assessments selected or developed by schools that generate data or student work that can be used to determine student proficiency according to NYCDOE-provided Common Rubrics in literacy and math (aligned to Common Core standards) or School-Selected Rubrics in other content areas (aligned to New York State standards)
- b. **What:** Content depends on option selected:
  - i. Common Rubrics: Any of a variety of assessment types that provide evidence of student performance on rubric standards
  - ii. School-Selected Rubrics: Any of a variety of assessment types that provide evidence of student performance compared to rubric-based goals set before the assessment
- c. **When:** Schools must submit application to participate by September 26; administration depends on option selected:
  - i. Common Rubrics: NYCDOE will distribute Common Rubrics in October; teachers must collect student work and score on the Common Rubric twice (once near the beginning of the year and once near the end)
  - ii. School-Selected Rubrics: Schools must choose School-Selected Rubrics, aligned with New York State standards, by February 2012; teachers must set goals for students aligned with the rubrics and assess each student by the end of the year
- d. **Who:** Schools with clearly established assessment strategies that they can align to rubrics and who can articulate their processes for data collection and how they will attempt to meet state regulations for security and scoring. Eligible teachers depend on option selected:
  - i. Common Rubrics: Literacy, math, and (in limited cases) social studies
  - ii. School-Selected Rubrics: Teachers of non-Common Core subjects; teachers may work within a school or across schools to develop rubrics
- e. **Common Core:** Common Rubrics are Common Core standards-based and aligned with NYCDOE [Instructional Expectations](#) for 2011-12
- f. **More information:** Webinar posted on ARIS Learn no later than September 23; [Appendix H](#) for the Variance process, timeline, and application

## 7. School-Determined Assessment: Student Learning Impact Rubric

- a. **Origin:** Student performance goals set by teachers and approved by evaluator at beginning of the year aligned with NYCDOE-provided rubric, modeled after the student impact portion of the Teacher Tenure Rubric.
- b. **What:** Principals will evaluate teacher's contribution to student learning based on the extent to which the teacher's students meet principals-approved goals. Teachers will create or select the underlying portfolio of assessments used to set and measure goals.
- c. **When:** Teachers will diagnose students at the start of the year with assessments they create or select. Using those diagnostics, teachers will set goals for student learning. (NYCDOE will share guidance on goal-setting in October.) At the end of the year, teachers will measure whether students have achieved those goals. Principals will use the Student Learning Impact Rubric to score the teacher's contribution to student learning.
- d. **Who:** Schools without common assessments that prefer this option to the group measure option.
- e. **Common Core:** Teachers are encouraged to compile evidence of student learning according to the Common Core standards.
- f. **More information:** Webinar posted on ARIS Learn no later than September 23; [Appendix I](#) for Teacher Tenure Rubric (which will serve as model for adopted Student Learning Impact Rubric).

School leaders will be responsible for determining whether the school-developed assessment options better suit teachers in their school. As a result, school leaders should identify the outcomes for which their teachers should be held accountable and consider the benefits and challenges associated with each pilot assessment. (See [Appendix C](#) for a decision making framework for school leaders to use in this process.)

### *Metrics*

Assessments are the means by which we measure what students know and are able to do. In the context of teacher evaluation, metrics are the means by which we measure teachers' contribution to students' learning. For example, 7th grade social studies performance tasks will measure students' knowledge and application of 7th grade social studies learning standards. There are two administrations of these performance tasks – one at the beginning of the year, one near the end – to enable NYCDOE to determine how much students' knowledge of the learning standards grew over the year. How we measure this growth, and how we determine how much a teacher contributed to that growth, is what we refer to as metrics.

NYCDOE will use two types of metrics in this year's pilot, which will be discussed at greater length at school leader training sessions in the fall and via webinars in the fall and winter:

- **Goal-setting** metrics, as described in [state regulatory guidelines](#), arise from a process where teachers and school leaders jointly determine goals for students' learning at the beginning of the year.
  - A goal is defined as a specific and measurable learning objective that can be measured over the course of a year (or other interval of time where applicable,

such as teachers with semester long courses). Teachers' scores are based on the degree to which their goals were achieved.

- Common scoring metrics are calculated by NYCDOE in collaboration with external assessment experts. All teachers using a given common assessment in this year's pilot will be scored in the exact same way with the exception of the Collaboratively Designed Assessments for Spanish I in high school.
  - An example of common scoring is the growth percentiles metrics used on the NYC School Progress Reports. To calculate these scores, NYCDOE determines how much students across the city with the same starting point grew on the State tests (growth percentiles), makes common adjustments for factors outside of a school's control (e.g., special education status), and compares schools' performance to schools with similar characteristics ("peer schools"). We will use a similar approach for common scoring in this year's pilot.

Both types of metrics piloted this year are designed to ensure that the scores teachers receive are fair so that all teachers have the opportunity to receive a high score regardless of who or where they teach. To achieve this, both types of metrics measure growth, take into account factors that impact growth but that are outside of teachers' control, and aim for comparability across teachers and instructional validity. (See our [Frequently Asked Questions](#) for more information.)

To ensure consistency across the schools in the pilot, we have assigned one of these types of metrics to each of the assessments being used in this year's pilots. (See [Appendix D](#) for the metrics that NYCDOE will use to calculate teachers' assessment score as well as the score availability timeline.)

## **SCHOOL-DEFINED ELEMENTS**

All schools are unique, with different cultures and priorities, and NYCDOE believes a strong teacher evaluation and development model should align with all of a teacher's responsibilities within a school. As such, the new model allows schools to include a category of specific school-defined goals to which all teachers within a school should contribute. These elements may include any factors that have an impact on student outcomes and that a school decides are not sufficiently emphasized in other parts of the model. Examples of School-Defined Elements implemented in schools during the pilot's first year include additional competencies from Danielson's *Framework*, student surveys, and contributions to the school community. Pilot schools may elect to use a School-Defined Element as a supplement to the Assessment of Teaching Practice. Your school leader will inform you if they elect this option, and will be responsible for clearly communicating the expectations for teachers under the School-Defined Element.

## **Teacher Evaluation and Development Process**

### **REVIEW CONFERENCES**

The evaluation and development model calls for three comprehensive review conferences between a teacher and school leader, at the beginning, middle, and end of the year. The goals of these conferences are to provide comprehensive feedback to each teacher on his/her performance, set development goals, and identify development opportunities. As the pilot hopes to foster collaboration between evaluators and teachers on these goals, school leaders should encourage their teachers to prepare for these conferences with their own views on their



performance and development goals. These conferences will be the anchor for the rest of the evaluation and development process, and the foundation of the professional relationship between teacher and school leader.

1. Beginning of year development conference: A planning meeting to set expectations for the year, especially regarding regular feedback, and answer questions about the pilot. This conference may, at a school leader's discretion, take place in a group setting rather than one-on-one meetings.
2. Mid-year evaluation and development conference: A progress evaluation conference to review all evidence of teacher effectiveness collected to date, assign interim ratings where applicable, and set individual learning plans/goals for development.
3. End of year summative evaluation conference: A summative evaluation conference to review cumulative evidence of teacher effectiveness over the course of the year and assign end-of-year teacher effectiveness ratings.

### **EVALUATORS AND INTERACTIONS**

Each teacher should have a single school leader – principal, assistant principal, or appropriate supervisor – who is responsible and accountable for the teacher's evaluation and overall development, though others may participate in classroom observations and feedback. This responsibility should include (but not be limited to) conducting classroom observations, providing feedback, identifying improvement areas, providing support for development steps, and completing summative evaluations. Other individuals such as coaches, mentors, other administrators, lead teachers, and peers may also provide specific development and opportunities for peer collaboration. Ultimately, however, a teacher's evaluation and development will be built around one-on-one interactions with their paired school leader. For all teachers, school leaders will conduct a combination of full-period and partial-period observations, both announced and unannounced. Evaluators may also engage teachers in conversations outside of classroom observations about planning and student data; evaluators may consider these discussions in their evaluations in addition to their observations in class.

### **ONGOING FEEDBACK**

The centerpiece of the new evaluation and development model will be regular, substantive, and timely feedback conversations between teachers and their school leaders about evidence observed in the teacher's classroom and reviews of student work. We believe that this increased feedback will foster honest, timely identification of development areas so that school leaders and teachers can work swiftly to support and improve classroom practice and student learning. Teachers should expect to receive at least four partial-period observations in addition to the minimum number of formal observations required by the UFT contract. In fact, we encourage school leaders to observe classroom practice as frequently as possible, as teachers in our first pilot schools reported higher levels of satisfaction with the pilot when their school leaders observed them more often. We also expect school leaders to conduct full-period observations with pre- and post-observation conferences before the mid-year and end of year conferences.

### **SELF-ASSESSMENTS**

Prior to both the mid-year and end of year conferences, teachers should complete a self-assessment against the teacher competencies, which provides an opportunity to reflect on their own practice. Teachers may choose to keep their self-assessments confidential, or they may

share the assessment with their paired school leader in advance of each conference, to serve as a source of discussion about their own strengths and improvement areas. Teachers can use the Self-Assessment tool in ARIS Learn to support this process.

### **TEACHER LEARNING PLANS**

Teachers and school leaders may use a teacher learning plan as a tool for tracking feedback and support steps. (See [Appendix I](#) for a template and visit ARIS Learn for an online version.) Using this plan, teachers and school leaders may consult together about:

1. Prioritizing specific improvement areas,
2. Assigning development steps for both support and professional learning, and
3. Setting timelines for completion of those steps.

The teacher learning plan may then serve as a common, continually updated document for teachers and school leaders to monitor support and improvement over the course of the year and beyond.

### **PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

NYCDOE believes that the components of the model itself will serve as powerful professional development opportunities for teachers and school leaders alike. Teachers should benefit from increased feedback on their teaching practice and study of student learning outcomes, as well as structured opportunities (such as self-assessments) to reflect on ways in which they can grow as professionals and share their best practices with their colleagues. School leaders, meanwhile, should benefit from the increased emphasis on their role as instructional leaders for their schools and a richer knowledge of the efforts of their teaching staff.

In addition to self-reflection, however, NYCDOE will offer substantial professional development resources via ARIS Learn, which will serve as a one-stop shop for high quality professional development resources for teachers and school leaders. Teachers and school leaders can use ARIS Learn to explore the teacher competencies, take self-assessments, develop and reflect on learning plans, and find both online and face-to-face learning opportunities to address development needs. Among the online learning opportunities are video modules, which serve as “on-demand” professional development aligned with the Danielson’s 2011 *Framework* competencies on which teachers will be evaluated.

In addition to professional development resources, ARIS Learn enables NYCDOE and school leaders to review and track all observation data and pilot ratings for teachers in pilot schools. It also enables school leaders to share feedback with teachers electronically. Accordingly, school leaders should use ARIS Learn to enter all observation notes and feedback offered after each observation. They should also enter mid-year and end of year pilot teacher ratings in ARIS Learn. Pilot school leaders will have access to these capabilities in ARIS Learn under the “Talent Management” tab.

### **Summative Evaluation**

At the mid-year and end of year review conferences, teachers and school leaders will discuss ratings on each of the competencies in the 2011 *Framework*, all available scores and progress for the measures of student learning, and outcomes on the School-Defined Elements rubric (if



used). School leaders will develop these ratings using resources to focus their analysis on objective evidence of classroom practice, student work, and student outcomes, rather than subjective judgment.

Teacher evaluation ratings will fall into four categories that better differentiate among various performance levels than our current “Satisfactory”/“Unsatisfactory” system. As defined by recent New York State law, the categories are:

- **Highly Effective-** “a teacher who is performing at a higher level than typically expected of a teacher based on the evaluation criteria[,] including but not limited to acceptable rates of student growth.”
- **Effective-** “a teacher who is performing at the level typically expected of a teacher based on the evaluation criteria[,] including but not limited to acceptable rates of student growth.”
- **Developing-** “a teacher, who is not performing at the level typically expected of a teacher and the reviewer determines that the teacher needs to make improvements based on the evaluation criteria[,] including but not limited to less than acceptable rates of student growth.”
- **Ineffective-** “a teacher whose performance is unacceptable based on the evaluation criteria[,] including but not limited to unacceptable or minimal rates of student growth.”

The four rating categories comprise a completely different scale from the current “Satisfactory” / “Unsatisfactory” system; the bar for earning an “Effective” rating will be far higher than the current bar for earning a “Satisfactory” rating. As a result, not every teacher who receives a “Satisfactory” rating – as over 97 percent of teachers in recent years have – will receive a rating of “Effective” under the pilot model.

However, it is important to note that while NYCDOE will implement an evaluation model using this rating scale “for stakes” in years to come, during the pilot year, these ratings do not have any bearing on formal workforce decisions. We hope, however, that teachers will find them useful as specific, multifaceted input on their instructional practice. Teachers and school leaders will continue to complete the standard NYCDOE evaluation process, resulting in a “Satisfactory” or “Unsatisfactory” rating. This rating will serve as the official rating that will appear in the teacher’s file.

## Ensuring Fairness and Rigor

The pilot model, however, will fail to improve teacher practice or NYCDOE’s understanding of teacher effectiveness if school leaders fail to implement it thoroughly and fairly. This pilot raises expectations for supporting instructional growth for all of us – NYCDOE staff, school leaders, and teachers alike. Accordingly, NYCDOE will provide school leaders with substantial support as they implement this new evaluation and development model in their schools.

## TALENT COACHES AND TALENT MANAGERS

Each school will be assigned a Talent Coach, who will provide additional support, tools, and resources to focus on the task of developing teacher effectiveness. Talent Coaches are instructional leaders selected by NYCDOE based on their track record of successfully supporting teachers to improve their practice. The Talent Coaches will be on site at each school

three to four times per month to provide guidance and support to the principal and leadership team around teacher evaluation and development. Specifically, Talent Coaches will help school leaders use multiple sources of data to assess teacher effectiveness, diagnose and communicate teacher improvement areas, and choose appropriate development steps.

In addition to the Talent Coaches, who will serve specific schools, school leaders will also have support from Talent Managers, network-based staff who will focus on providing pilot school leaders with support and development opportunities as well as building network-level capacity to implement broader talent management strategies.

### TRAINING SESSIONS

School leaders at pilot schools will participate in a series of professional development meetings, led by NYCDOE, throughout the school year on the new evaluation and development model. Prior to the start of the year, school leaders (and some teachers) attended the first of these sessions, receiving training on the new model, measures of student learning, observation techniques, and Danielson's 2011 *Framework*. During the year, school leaders will attend additional sessions to bolster their expertise in these areas and prepare them to deliver effective feedback, analyze student data, provide teachers with targeted professional development opportunities, and identify possible roles for teacher leaders. NYCDOE also encourages school leaders to bring at least one teacher representative to each professional development session to help foster common understanding of the pilot's goals and process. In addition to the in-person trainings, NYCDOE will provide optional PD opportunities via webinar and ARIS Learn on targeted aspects of the model.

### INTER-RATER RELIABILITY

NYCDOE strongly believes that teachers' ratings under the pilot model should depend on their effectiveness, not their evaluators; accordingly, the district wants to minimize the variance between school leaders' evaluations of classroom practice. To ensure fairness and accuracy, NYCDOE will support the process of aligning rating definitions and expectations among school leaders in four primary ways:

1. *Shadow Interactions*: To align school leaders' understanding and definition of process elements and ratings, Talent Coaches will shadow school leaders on all process elements, including observations, development conversations and reviews of student work.
2. *Regular Talent Coach Meetings*: School leaders meet with Talent Coaches several times per month throughout the year to ensure that school leaders' definitions and expectations are aligned both within and across pilot schools.
3. *School-wide Calibration Meetings*: All school leaders will participate in school-wide calibration meetings twice during the year: after the mid-year and end of year observations but before teacher conferences. The purpose of these meetings is to align the scoring and process of the multiple school leaders within the same school; to examine alignment between different evaluation elements (e.g., teacher competency rubric and student outcomes); to build a professional community around teacher development and assessment; and to combat rating inflation. NYCDOE will also encourage network leaders and their staff to attend.

4. *Proficiency Tests*: NYCDOE will require school leaders that serve as teacher evaluators to pass an Internet-based test on the modified 2011 Danielson *Framework* twice during the year. These tests will assess the accuracy of each evaluator's ratings and identify which evaluators need additional support. Similarly, NYCDOE will require all co-observers (such as Talent Coaches and Talent Managers) to pass monthly proficiency tests to assess both their reliability and the validity of the modified 2011 *Framework*.

## Impact for Teachers

The new evaluation and development model calls for teachers to meet high expectations, self-reflect on their own practice and their students' performance, and regularly collaborate with their school leaders in considering student data and teaching practice. For many teachers, these may present significant changes to your current efforts. Ultimately, however, NYCDOE believes there are only four key expected actions that will likely be new for all pilot teachers:

- **Become familiar with Danielson's 2011 Framework.** For those teachers who do not already use the 2011 *Framework*, becoming familiar with the competencies will be critical to understanding the expectations of your school leaders and improving your practice.
- **Prepare for and attend the three review conferences.** Depending on the extent of teachers' prior interactions with school leaders, preparation for and participation in the three conferences may represent a change for teachers at three points during the year, which also include conducting two self-assessments. The district does not expect teachers to be passive participants in these conferences; rather, to enable a dialogue with their evaluators, teachers should proactively self-reflect on their practice and come to each conference with their own critical evaluation of their practice and effect on student performance.
- **Develop and implement learning plans.** Teachers will work collaboratively with school leaders to develop detailed learning plans for developing their practice. The increased feedback from school leaders will aim (in part) to ensure teachers effectively implement (or, where appropriate, modify) those plans. While this work will require time from both parties, the learning plan provides school leaders with an important foundation from which to give each teacher individual support for developing instructional practice.
- **Implement new assessments (where relevant).** Many teachers in pilot schools will implement new assessments, such as Performance Tasks, Computer Adaptive Assessments, and Collaborative Design Assessments. (See [Appendix D](#) for a list of pilot assessments by grade and subject.) Teachers who must implement these assessments should become familiar with their format, both through use of this guide, collaboration with their school leadership team, and attendance of professional development sessions.

The new model aims to support teachers in their development, not to add to the burden of a full teaching schedule. The goal of this different approach is to provide teachers and their school leaders with dedicated space and time to discuss expectations, goals, and performance; increased and more deliberate feedback for all teachers; development and improvement for all teachers; and, ultimately, increased gains for students.

## Resources and Feedback

Just as we believe that teachers need honest and timely feedback and development support on their practice to improve as professionals, NYCDOE knows that for this pilot model to succeed, we need to provide our participating educators with sufficient information about the model's details and listen to their feedback on its implementation.

### AVENUES FOR FEEDBACK

While the design of the formal evaluation and development model to be implemented citywide will be determined by a number of factors, including collective bargaining, no factor will be more crucial than the honest feedback from pilot teachers and school leaders on their experience implementing the pilot model. Therefore, you have enormous influence on this new approach to teacher evaluation and development affecting teachers across New York City.

We encourage teachers to reach out to their school leaders with feedback and questions. Talent Coaches will regularly ask principals to provide them with teacher feedback so that NYCDOE staff can better understand teachers' concerns and questions. However, teachers can also provide feedback directly to NYCDOE staff. During the pilot year, NYCDOE will offer a number of avenues for teachers to provide us with comments, questions, and ideas about the pilot:

- Surveys: At the beginning, middle, and end of the year, we will send surveys to all pilot school teachers at their @schools.nyc.gov email addresses, to help us understand how effectively school leaders are communicating and implementing the pilot model and the model's effect on teachers' practice.
- Pilot Teacher Town Halls: At least once each semester, NYCDOE staff will hold town halls at locations throughout the city (with at least one town hall in each borough throughout the year) to provide teachers an opportunity to engage directly with NYCDOE senior staff clarifying their questions and providing valuable feedback.
- Focus Groups: NYCDOE intends to hold small teacher focus groups throughout the year on numerous topics related to the pilot; more details will be released throughout the year on specific topics and how you can participate.
- Direct Contact: Teachers can contact the NYCDOE Pilot team directly via email at [teachereffectiveness@schools.nyc.gov](mailto:teachereffectiveness@schools.nyc.gov).

We also welcome suggestions for other ways in which teachers would like to hear from (and respond to) NYCDOE regarding the pilot. Please communicate any suggestions to your school leader, or contact us at the email address above.

### ONLINE RESOURCES FOR MEASURES OF STUDENT LEARNING

Recognizing that many teachers will want additional information about measures of student learning in particular, NYCDOE will offer several supplementary resources focused on both assessments and metrics:

- Assessment Webinars: By September 23, the district will post a series of webinars to ARIS Learn on each of the measures of student learning discussed in this Reference Guide. These webinars will cover the following topics:

- An overview of the decision framework to help principals make choices about measures of student learning
- Features of each assessment and benefits and challenges of using each assessment
- School based support needs and training requirements for each assessment
- Assessment calendars
- Metrics Webinars: NYCDOE will make a webinar on goal-setting, along with a “Goal-Setting Guide,” available on ARIS Learn in October. The district will prepare and make available similar materials for common scoring in winter 2012.

### ADDITIONAL INFORMATION

We hope to answer many questions in this reference guide (especially via the [Frequently Asked Questions](#) below); however, we know many teachers will want additional information on both the design and implementation of the pilot model. School leaders will receive significant training and resources on the pilot model from their professional development sessions and Talent Coaches, and should be able to answer additional questions. However, NYCDOE intends to reach out to teachers through two additional means:

- eNewsletter: NYCDOE staff will send a quarterly newsletter to your @schools.nyc.gov email address with information about the pilot, events that should be ongoing at your school, and highlights of resources available on ARIS Learn.
- Program Website: To make pilot information accessible at your convenience, NYCDOE plans to maintain a robust website, offering more in-depth information about the pilot’s methodology and design, explanations of how the pilot intersects with other NYCDOE initiatives, and links to other resources.

### Conclusion

By participating in this pilot you have the unique opportunity to be a design partner in shaping a new teacher evaluation and development model that will better support teachers citywide in improving their instructional practice. Your thoughts, reactions and ideas, conveyed through conversations, town halls, working groups and individual feedback, will help us improve this new model.

Thank you for your willingness to help NYCDOE design an evaluation system that works for NYCDOE, its school leaders, its teachers, and most importantly, its students – and thank you for all you do for the students of New York City.

## Frequently Asked Questions<sup>1</sup>

### Pilot Background and Context

- *Why is NYCDOE piloting a new teacher evaluation and development model?*

We believe that teacher evaluation should provide teachers with specific feedback to guide their professional development and provide school leaders with a deeper understanding of the effectiveness of their school's educators. The current evaluation system does neither of those things, nor does it align with [new state law](#) and [regulations](#) regarding teacher evaluation. We think that this new model will provide more robust data on teacher effectiveness, provide teachers with meaningful feedback and connect them with useful development opportunities, and focus all of us – teachers, school leaders, network teams, and Central staff – on student learning and instructional practice. Because we want this new system to be as rigorous, fair, and valuable as possible, we are piloting our model this year in a select number of schools before NYS regulations require us to implement a new evaluation model system-wide. We hope that the information yielded from pilot schools, both in the form of teacher ratings and feedback from teachers and school leaders, will shape the final model deployed to all schools.

- *How did you choose schools to take part in the Talent Management Pilot? Who else is participating?*

We solicited schools from six networks – selected to ensure a diverse group of participating schools – to volunteer their participation. In total, 111 schools will participate this year, compared to 20 in 2010-11. Pilot schools include:

- elementary, middle, and high schools;
- small and large schools;
- schools in all five boroughs;
- schools with high and low levels of free/reduced-price lunch;
- schools with focuses on writing, science, arts and traditional curricula, and;
- schools in District 75.

- *How is this work connected to the new state law on teacher evaluation and development?*

In May 2010, the New York State Legislature passed legislation altering the Annual Professional Performance Review process. The new law requires annual teacher performance reviews for all teachers that incorporate both instructional observation and student learning outcomes in a summative evaluation. Under the new requirements, districts must rate teachers in four levels of performance – Highly Effective, Effective, Developing and Ineffective. Our pilot model attempts to fulfill the requirements of the state law and the accompanying regulations issued earlier this year by NYSED.

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<sup>1</sup> These FAQs are intended as guidance for teachers and school leaders involved in the Talent Management Pilot. Some of the advice contained herein may go beyond bare minimum contractual or legal requirements and does not necessarily constitute the administration's interpretation of a particular contractual or legal provision. These FAQs do not constitute a policy or directive of the Chancellor or the Department of Education.



- *How does this pilot align to our ongoing work related to implementation of the Common Core State Standards?*

Our implementation of a more rigorous teacher evaluation and development system is deeply intertwined with our efforts to implement the Common Core standards over the next several years. Both NYCDOE's Common Core implementation plans and the pilot model call for administrators to observe classrooms frequently with a focus on providing teachers feedback on their classroom instruction as well as to engage in a collaborative examination of student work. Similarly, both the Common Core and the pilot's observation rubric (based on Danielson's 2011 *Framework*) emphasize that effective and highly effective teachers are consistently cognitively engaging students in higher level thinking. As school leaders set clear expectations for teaching practice and engage in frequent cycles of classroom observations and collaborative examination of student work, they will support teachers' ability to integrate the Common Core into their instruction and planning.

- *Is the UFT involved with this pilot?*

Yes. UFT leadership has been involved with and supportive of this project since its early stages. The UFT is a partner in the ongoing development of a citywide evaluation and development model that benefits all of NYC's teachers, and the pilot will provide important information for these conversations and for collective bargaining that must occur prior to implementing the new state law "for stakes" throughout the city.

## Process

- *Who will conduct my Talent Management Pilot evaluation?*

Multiple members of your school leadership team may participate in classroom observations and feedback. Each teacher, however, will have a single school leader – principal, assistant principal, or appropriate supervisor – who will be responsible and accountable for the teacher's evaluation and overall development, including but not limited to providing feedback, identifying improvement areas, providing support for development steps, and completing summative evaluations. Throughout the pilot year, we will assess how school leaders address professional development needs to ensure that all teachers get the support they deserve. Teacher-school leader pairings will be determined by your school's leadership.

- *Can I request a peer (another teacher) to observe my practice as part of my evaluation?*

You may certainly ask a peer to observe your classroom; however, such observations cannot be used as part of your evaluation. Under the Talent Management Pilot, only staff with a supervisor designation can act as your primary evaluator; instructional coaches, department chairs, and fellow teachers are not eligible to play this role. However, we encourage school leaders to involve coaches and other teacher leaders in the development process for all teachers, and we encourage teachers to work together to share best practices and aid each other's professional development.

- *How many times per year will I be evaluated? How many times will I be observed?*

Teachers will receive one summative Talent Management Pilot rating in addition to their "Satisfactory" or "Unsatisfactory" rating under the current APPR. We also expect school leaders to assign teachers an interim summative rating in the middle of the year, though this rating is intended for developmental purposes and is not formal. However, teachers should receive continuous feedback on their practice throughout the year. There are no minimums other than

those described in the contract for the number of observations; rather, we encourage school leaders to observe classroom practice as frequently as possible, so that they gain an authentic picture of the strengths and weaknesses of each teacher's practice and can provide support and guidance accordingly. We expect school leaders to conduct full-period "formal" observations with pre- and post-observation conferences at least twice per year, and also that school leaders conduct other partial- or full-period observations approximately four to seven times throughout the year as progress checks to provide interim feedback and support. (See [Appendix K](#) for the overview timeline.)

- *Will all observations count toward my evaluation, or just my formal observations?*

Because the new model aims to provide teachers with comprehensive feedback on their practice – not just based on one or two isolated observations – all interactions with your school leader that are relevant to your instructional practice may contribute to your performance evaluation. These interactions may include, but are not limited to, full- and partial-period observations, progress checks, planning meetings, inquiry team meetings, and student data review meetings.

- *Will I have the opportunity to ask questions about the feedback I receive after observations?*

Increasing dialogue about instruction between teachers and school leaders is one of the chief goals of the pilot model. Accordingly, your school leaders should always offer you some means of asking questions or offering comments after classroom observations. Many school leaders will ask to meet teachers in person to discuss their observations; these "mini-conferences" will provide teachers with an immediate opportunity to participate. In other cases, school leaders may provide a teacher with written feedback (either in print, email, or via ARIS Learn); as always, we expect school leaders make themselves available to the teacher for any questions or comments he or she may have.

- *What is the purpose of the three yearly evaluation and development conferences?*

These conferences are the anchor of the rest of the evaluation and development process, and the foundation of the professional relationship between teacher and school leader. The goals of these evaluation and development conferences are to provide comprehensive feedback to teachers on their performance, and to set development goals and identify development opportunities. (See [Appendix K](#) for an overview timeline; see also [Appendix L](#) for guidelines on preparing and participating in these conferences.) More specifically:

1. Beginning of year development conference: A planning meeting to set expectations for the year, especially regarding regular feedback and measures of student learning, and answer questions about the pilot.
2. Mid-year evaluation and development conference: A progress evaluation conference to review all evidence of teacher effectiveness collected to date, assign interim ratings where applicable, and set individual learning plans/goals for development.
3. End of year summative evaluation conference: A summative evaluation conference to review cumulative evidence of teacher effectiveness over the course of the year and assign end-of-year teacher effectiveness ratings.

- *Is my Inquiry Team involved in the pilot?*

Although the new evaluation and development model does not specifically involve Inquiry Teams, participation in an Inquiry Team can be very helpful and advantageous to you in the process. In particular, an Inquiry Team may help you to reflect on your practice, to analyze



student data (which may be necessary for measures of student learning or to help expand on feedback from classroom observations), and to provide support to you in improving your teaching practice.

- *Are there steps I must take to help pilot facilitation at my school?*

We hope that pilot implementation will require few procedural changes from teachers. However, we do expect pilot teachers to take a few steps to help us implement the pilot effectively this year:

- Become familiar with Danielson's 2011 Framework: In addition to time spent at staff meetings and other professional development sessions, teachers should invest some time in deeply understanding the rubric on which school leaders will evaluate their teaching practice.
- Administer measures of student learning assessments, as relevant: Teachers are expected to implement the common assessment or school-determined assessment options they have been assigned.
- Prepare for and attend the three review conferences: Teachers should meet with their primary evaluator at the beginning, middle, and end of the year to discuss their teaching practice and effect on student outcomes. Teachers should prepare for these conferences by reviewing feedback from prior evaluations and student outcome data.
- Conduct two self-assessments: Before the mid-year and end of year conferences, we ask teachers to complete a self-assessment of their teaching practice on ARIS Learn. Each of these assessments should take approximately 15-30 minutes.
- Checking official NYCDOE email accounts: We will regularly send important pilot information, including eNewsletters and links to surveys, to each pilot teacher's @schools.nyc.gov email address; please encourage your staff to check their accounts regularly.

## Framework and Ratings

### TEACHER COMPETENCIES

- *Will all schools in the pilot use the same rubric for evaluating teacher competencies?*

NYCDOE will use two rubrics for evaluating teacher competencies in 2011-12 pilot schools; however, both rubrics are versions of Charlotte Danielson's 2011 *Framework for Teaching*, and both rubrics will call for evaluators to look for evidence on the same six teaching competencies: Designing Coherent Instruction; Establishing a Culture of Learning; Managing Student Behavior; Using Questioning and Discussion Techniques; Engaging Students in Learning, and; Using Assessment in Instruction. Schools in three networks will use a version modified by NYCDOE staff in response to the experience of 2010-11 participants in the pilot; schools in the other three networks will use the recently released 2011 version of Danielson's *Framework* with no modifications.

Danielson's 2011 *Framework* has been nationally recognized for accurately and reliably looking at teachers' instructional practice and connecting to professional development. Other large urban districts that use Danielson's *Framework* include Chicago, Cincinnati, Clark County, NV (Las Vegas), Pittsburgh, Prince George's County, MD (Washington, D.C. suburbs), and Hillsborough County, FL (Tampa).

- *How did NYCDOE select the six Danielson competencies used for the pilot?*

DOE staff, in consultation with Charlotte Danielson herself, elected to streamline Danielson's 2011 *Framework* from twenty-two teaching competencies down to six core competencies. (Please see [Appendices A](#) and [B](#) for full text versions of the classroom observation forms for the NYCDOE-modified 2011 *Framework* and the abbreviated 2011 *Framework* rubrics.) We believe that these core competencies capture the most critical elements of excellent teaching, and that teachers' performance on many of the other 2011 *Framework* competencies actually derives from their effectiveness on the core competencies selected. Our selection of the six core competencies also reflects our response to feedback offered by school leaders and teachers in our 2010-11 pilot schools, many of whom asked us to streamline the rubric as much as possible.

- *Why are so many partial-period observations planned?*

We have consistently heard from teachers that feedback on teaching practice is most helpful when it is both frequent and timely. Under the current system, many teachers receive feedback too rarely and too late – often not until the end of the year – which is of little help to improving practice. In the new model, frequent and shorter observations will lead to the type of timely feedback that will best support you in your professional practice.

- *Will my school leader evaluate me on all six competencies during every classroom observation, even when they are only in my class for a short time?*

We encourage school leaders to gather as much evidence as they can during every observation of each teacher, and expect that during full-period observations, they provide teachers with feedback and ratings for all six competencies. During shorter observations, there will be instances where they may observe evidence that applies to all six competencies. However, school leaders have discretion to focus on and rate only a few competencies during partial-period observations if they feel that will enable them to offer more specific and useful feedback to a teacher. Additionally, school leaders should collect evidence on the competency in Domain 1 (Designing Coherent Instruction) based on information from teacher work in addition to classroom observations.

- *How will school leaders conduct observations for out-of-classroom teachers?*

We believe the Danielson 2011 *Framework* provides enough flexibility for school leaders to use the same rubric to out-of-classroom teachers. School leaders will make appropriate arrangements with out-of-classroom teachers to ensure observations are scheduled during instructional periods. We will also provide your school leader with specific resources to help them apply the 2011 *Framework* for unique classroom settings and student populations.

## MEASURES OF STUDENT LEARNING

- *How did NYCDOE determine the guiding principles behind the pilot's approach to measures of student learning?*

NYCDOE sought to develop guiding principles that would ensure that all of its decisions related to the usage of student performance data in teacher evaluation promoted the classroom practices that lead to maximum levels of student learning. The district developed the principles based on lessons learned from last year's pilot, research about teacher evaluation systems around the country, and input from teachers and principals in our city's schools. Based on these inputs, the guiding principles state what the district values most with regards to teacher effectiveness and serve as a balance to the regulations laid out by the state.

- *How has state policy influenced NYCDOE's approach to measures of student learning?*

NYSED released guidance and regulations on the state's new teacher evaluation law earlier this year, requiring NYCDOE and other districts to ensure that measures of student learning used in teacher evaluations meet the following requirements:

1. Measures of students learning for all teachers. All classroom teachers must have measures of student learning (including at least one growth measure).
2. Quantity of student assessments and metrics. Acknowledging that multiple measures are preferable, State policy allows districts to implement one assessment of student growth for the entire evaluation, understanding that there are many grades and subjects not "covered" by a state or city assessment.
3. Same measure for every grade and subject. Teachers in the same grade and subject should have the same measure of student learning to support comparability and fairness.
4. Practices to support reliability and validity of assessments. Teachers cannot score assessments for which they have a "vested interest" and students cannot see assessments prior to their administration.

These regulations, while designed to meet rigorous standards for comparability and reliability, can occasionally be at odds with the guiding principles behind NYCDOE's approach to measures of student learning. One major goal of the Talent Management Pilot in 2011-12 is to determine where these frameworks are in tension with one another and highlight the best way toward an evaluation system leading to the best teacher practice possible.

- *What is the definition of a classroom teacher for purposes of assigning measures of student learning? What if a teacher switches schools, come in part way through the year, or takes a leave during the year?*

Talent Coaches will work with principals to determine which teachers are eligible to receive overall teacher evaluation ratings in the various components of the model. However, teachers who switch schools, enter after the start of the school year, or take a significant leave of absence during the year will likely not receive ratings for measures of student learning.

- *Are summer school teachers' instruction and exams included in this pilot?*

No. For the purpose of this pilot, the district is not including summer school instruction or exams in a teacher's evaluation results.

- *How will pilot schools use State tests and Regents exams as measures of student learning?*

State tests are designed to measure students' proficiency on state standards. Testing experts such as CTB-McGraw-Hill and Pearson Learning design these assessments for the NY State Education Department. These assessments undergo rigorous review and trial testing to ensure that they are comparable, fair, and accurate measures of student learning. Given that the majority of students in the state take these assessments, they can be used to compare NYC students' performance to their peers across the state. These assessments are generally administered at the end of the school year so that they can measure students' mastery of grade level (or course) standards. Starting in 2014-15, NYSED tests will be fully aligned to the content and rigor of the Common Core Learning Standards.

For this year's pilot, and as required by law, all teachers who teach a course leading to a State test will use these assessments as one of their measures of student learning. This includes teachers of third through eighth grade ELA and Math core courses, teachers of fourth and eighth grade science core courses, and teachers of courses leading to a Regents exam. (See [Appendix D](#) for more information about the assessments that will be used in this year's pilot for teachers of different grades and subjects; see also [Appendix E](#) for information about the necessary steps to verify which teachers should be held accountable to which measure.)

- *What if a teacher teaches students for only one term? Are January Regents included as a measure of student learning?*

Yes, January Regents are included as a measure of student learning. As part of the verification process, schools will be asked to indicate whether teachers teach students for only one term. Performance Tasks and Collaborative Design Assessments can be used for teachers who teach students for one term only in the second term of the school year. Teachers who teach students for one term in the first term of the school year will receive a default group measure assignment, which principals may modify based on their school's needs and culture. NYCDOE will release more information about teachers administering performance tasks in the second term, including administration windows, metrics, and scoring, before December 2011.

- *How will pilot schools use performance tasks as measures of student learning?*

During summer 2011, assessment experts partnered with groups of current NYC teachers to design performance tasks in various grades and subjects. These tasks are aligned to the Common Core standards selected for NYC's [Instructional Expectations](#) and they are performance based, meaning they are designed to allow students to demonstrate higher-order thinking skills through open-ended and constructed-response questions. Performance tasks will be administered at two points in the school-year (October 17-28 and tentatively April 2-13) because the objective of the assessment is to measure growth over the course of a year.

School leaders, in collaboration with their teachers, may choose between two types of performance task to be administered at their school. Both performance tasks are aligned to the same standards, but the content, themes, and construct may vary. The choice of task is designed to encourage schools to embed the performance task into their planned curriculum and instruction. (See [Appendix F](#) for information necessary to choose the appropriate task for your teachers.) Principals will receive cover sheets for each task and a survey for task selection to indicate which version of the performance tasks they plan for teachers to use during the first week of school.

For this year's pilot, NYCDOE is piloting performance tasks in some subjects in Kindergarten/Pre-Kindergarten, third grade, fourth grade, sixth grade, and seventh grade. In high schools, performance tasks will be piloted for Integrated Algebra, U.S. History, Living Environment, and pre-Regents English. (See [Appendix D](#) for more information about the assessments that will be used in this year's pilot for teachers of different grades and subjects; see also [Appendix E](#) for information about the necessary steps to verify which teachers should be held accountable to which measure.)

- *How will pilot schools use Computer Adaptive Assessments (CATs) as measures of student learning?*

In addition to common performance tasks, 2011-2012 pilot schools will pilot computer adaptive tests (CATs) aligned to the Common Core Standards as a new common assessment of teacher

effectiveness. CATs are multiple choice assessments, administered online, and developed by assessment experts with significant testing and analysis of assessment questions. To differentiate based on students' starting points, the questions adjust as the student takes the test based on the answers they provide. The results are available soon after administration. CATs will be administered two times during the year; once October 17-28 for a baseline and once tentatively April 2-13 to measure student growth.

A small number of schools that have the technology and hardware to implement CATs will be asked to try-out these assessments in literacy and math in fifth and sixth grades. Schools administering CATs have been identified based on data about the technology and infrastructure in place in their buildings. Principals will be asked for additional information in early September to determine whether the technology and infrastructure at a school makes it a good candidate for Computer Adaptive Tests. (See [Appendix D](#) for more information about the assessments that will be used in this year's pilot for teachers of different grades and subjects; see also [Appendix E](#) for information about the necessary steps to verify which teachers should be held accountable to which measure.)

- *How will pilot schools use Collaborative Design Assessments as measures of student learning?*

In addition to common assessments designed by expert assessment designers, the district believes that some NYC teachers have capacity and expertise to contribute to assessment design. To leverage this skill, NYCDOE is piloting an assessment designed by a group of New York City teachers, a "collaborative design" approach to assessment creation. Relying on the skill of NYC teachers to design assessments enables common assessments to be more in line with teachers' curricula because teachers are responsible for the creation of the assessment. It also promotes making the best use of citywide resources.

NYCDOE will pilot the collaborative design assessment for high school Spanish I courses. This assessment was designed by a group of teachers coordinated by NYCDOE throughout the summer of 2011. The content of the assessment and design process used the LOTE as a model. Depending on the experience of high school Spanish teachers in the 2011-2012 Talent Management Pilot, the district may consider scaling this assessment design approach in years ahead. (See [Appendix D](#) for more information about the assessments that will be used in this year's pilot for teachers of different grades and subjects; see also [Appendix E](#) for information about the necessary steps to verify which teachers should be held accountable to which measure.)

- *How will pilot schools use Group Measures as measures of student learning?*

Group Measures are based upon State tests results for a group of teachers rather than one individual teacher. For example, school-wide performance on the state math tests could be used as a measure of student learning for a sixth grade science teacher. These measures can be used to promote collaboration within the school and may encourage teachers to focus on common goals. They are also a means of providing measures of student learning for teachers who do not have a statewide or citywide test that directly covers the content they teach. Group Measures are generally based upon more student data than individual measures and frequently include data from multiple assessments as they are based upon the performance of more than one teacher's students.

In this year's pilot, school-wide performance on the state ELA tests will be used as the default Group Measure for all teachers with a Group Measure assignment. This default measure was

chosen because the Common Core Standards indicate the responsibility of all teachers, across content areas, to contribute to student literacy. Principals may select different Group Measures for their teachers from a short list of alternative choices if they feel that a different measure is better suited to that teacher's instruction. If principals decide to change a teacher's Group Measure selection, they must do so by November. (See [Appendix D](#) for the list of alternative Group Measure choices.)

Any teacher who does not teach a course with a statewide or citywide assessment will default to a measure of student learning based upon Group Measures. (See below for information about options for principals who would prefer an alternative approach for their teacher's measure of student learning.) In addition, teachers who only have one common statewide or citywide assessment that covers the grade level/subject they teach will be evaluated using both that assessment and a Group Measure. (See [Appendix D](#) for more information about the assessments that will be used in this year's pilot for teachers of different grades and subjects; see also [Appendix E](#) for information about the necessary steps to verify which teachers should be held accountable to which measure.)

- *Can a school use any of the following assessments instead of the common assessments assigned to teachers in that grade and subject?*

Alternative assessments can be used as measures of student learning only as a part of the Variance Option or the Student Learning Impact Rubric. Principals and teachers are encouraged to consider the following principles about which assessments are ideal for use in this pilot:

1. Teachers should have both a formative and a summative assessment strategy. Using Periodic Assessments (formative assessments) for the purpose of teacher evaluation could influence the way in which teachers administer/utilizing the assessments, making them less instructionally valuable.
2. Teachers and principals should work to align assessments for teacher evaluation to the Common Core Standards. As New York State and NYCDOE move towards holding students accountable for the Common Core standards' high expectations, the new teacher evaluation and development system piloted and ultimately adopted by the City should push teacher practice to align with those standards. While many assessments provided by the state and city are valuable for generating formative information about student learning, they do not necessarily align to the Common Core.
3. The instructional relevance of assessments is important. NYCDOE is working hard to provide common assessments that are aligned with curriculum, can be used as planning tools, and provide data about student performance to teachers as soon as possible. If assessments cannot to be tied to instruction in any of those three ways, they are likely not ideal candidates for measuring teacher contribution to student learning.
4. NYCDOE is seeking to use this pilot year to better understand which assessments best meet the goal of measuring teacher contribution to student learning. If teachers, principals, or network staff have ideas about assessments they use that best meet this goal, the district is excited to learn more and encourages schools to share that information with Talent Coaches so those insights can inform policy beyond this year.



- *Under what scenarios may pilot schools adopt School-Determined Assessments as measures of student learning?*

Schools may utilize their own created or chosen assessments in two scenarios:

1. Principals and teachers have created or compiled their own common assessments within their school which they believe effectively measure teacher contribution to student learning.
2. Principals would like an alternative to the group measure as the default option where no common assessments are provided.

In these scenarios, NYCDOE is seeking to understand whether or not a school-based assessment approach can still meet the requirements of the New York State regulations. In addition, NYCDOE seeks to identify existing school-created assessments that comply with New York State regulations that could be used as common assessments in the future.

- *If either of the two scenarios for using a School-Determined Assessment applies to my school, does this mean I must automatically adopt their own assessments instead of the common assessments?*

No. Because the first scenario suggests a high level of assessment literacy and attention to assessment quality, schools will be asked to submit an application in order to exercise the Variance Option. (See [Appendix H](#) for the Variance application and timeline.)

Because the second scenario exists in instances where there are no alternative common assessments for certain grades/subjects, schools will not need to apply to exercise the Variance Option, but instead indicate their preference to use the Student Learning Impact Rubric modeled after the student learning portion of the teacher tenure rubric, in lieu of the Group Measure options. (See [Appendix I](#) for an example of such a rubric.)

- *My school has created its own assessments and wants to apply to use School-Determined Assessments under the first scenario. What is the process, and how will our school use these assessments as measures of student learning?*

Schools that have or want to design rigorous, Common Core-aligned assessments and believe that these assessments would be a meaningful measure of student learning and teacher effectiveness can leverage the two different Variance Options: Common Rubrics and School-Selected Rubrics.

The Common Rubrics option is designed for literacy, math, and (in some circumstances) social studies teachers. In October, NYCDOE will provide task-neutral Common Core standards-based rubrics for student proficiency in the standards chosen for the [Instructional Expectations](#). Teachers may use a variety of assessments they've created or compiled to serve as evidence for student performance/progress on the standards on the rubric at the beginning and end of the year. The Common Rubrics are in place to ensure rigor and comparability across New York City.

The School-Selected Rubrics option is designed for teachers in subject areas where there are no Common Core standards. In this option, teachers within a school or across schools can create or compile their own task-neutral, NYSED standards-based rubrics. Teachers engaging in this

process will develop rubrics by February 2012, set goals for students for the end of the year based on those rubrics, and use a variety of assessments they've created or compiled to serve as evidence for student performance/progress towards those goals at the end of the year.

The Variance Option process is designed for schools that have a clearly established assessment strategy that they can align to common rubrics and have already compiled or developed assessments they'll use to measure student learning. Schools who qualify for the Variance Option will be able to articulate how they will attempt to meet the regulations for security and scoring laid out by New York State as well as indicate the process and systems they will use to collect student data on the homegrown, school-based assessments.

The Variance Option application can be found in [Appendix H](#). Schools must submit this application by September 26 to be considered.

- *Does becoming a Variance school excuse me from using State tests/Regents exams?*

No. According to state law, in all grades/subjects where a state assessment is given, it must be used as a measure of student learning. See [Appendix C](#) for more information about the benefits/challenges of using State assessments.

- *Can schools adopt the Variance Option for some grades/subjects and use common assessments for others?*

No. Schools that elect to participate in the Variance Option must have a school-wide assessment strategy that applies across all grades and subjects that can include Group Measures or the Student Learning Impact Rubric where necessary. For operational and administrative purposes in this pilot, however, schools cannot choose to use common assessments for some grades/subjects and the Variance Option for others. Implementation of the same process school-wide will promote collaboration amongst teachers, will limit operational burden on administrators and teachers, and can help streamline the school's professional development and support needs.

- *What if it turns out that the Variance Option is not right for my school?*

The process for Variance schools is rigorous because NYCDOE hopes to use assessments from successful Variance applicants as proofs of concept for teacher created/compiled assessments under state policy. If, after going through the submission and revision process, schools, networks, and/or Central staff believe that the Variance Option is not right for a school, teachers in that school can either choose to take part in the Group Measures options or the Student Learning Impact Rubric option.

- *How will NYCDOE determine whether my school can take part in the Variance Option?*

Prior to applying, schools should discuss with their Talent Coaches and networks whether the Variance Option is the correct approach. For schools that apply, all application reviews are conducted by experienced individuals familiar with this design process. At least two individuals will review each application element to ensure a degree of inter-rater reliability. Each reviewer will also use rubrics with clear domains and provide ample feedback on each domain.

Interested schools will submit a completed application by the date indicated above. Upon internal review of this application, each school will be notified as to whether it is approved to



move forward. If necessary, based on the reviewers' scores and recommendations, you may be required to revise your application. More information about the criteria for evaluating Variance Option applications will be available in webinar that will be posted to ARIS Learn by September 23.

- *How should I complete the application and to whom do I send it?*

We recommend that you complete the answers to the questions in Microsoft Word and copy and paste them into the Variance Option application provided in [Appendix H](#). Please answer all questions that are posed in the application and ensure that answers are concise. When complete, please email your application to [jhanson@schools.nyc.gov](mailto:jhanson@schools.nyc.gov).

Indicate at the end of your application who was involved in the application process and authorize that the network signed off on all included materials. Please also have your network leader sign your application.

- *My school would like to opt-out of the Group Measure and adopt a School-Determined Assessment under the second scenario. What is the process, and how will our school use these assessments as measures of student learning?*

As an alternative to Group Measures, NYCDOE is creating a rubric that can be used as an option for teachers that are not covered by common assessments. Principals will be able to make this selection in a survey NYCDOE will distribute by mid-October. In this option, principals will use a rubric, modeled after the student impact portion of the Teacher Tenure Rubric, to determine the extent to which an individual has had an impact on the achievement of their students. The principal's judgment of teacher contribution at the end of the year will be determined by whether or not students have attained the goals set by teachers and approved by principals at the beginning of the school year. Schools may select or create assessments at the school level to determine whether or not students have met the teacher-set goals. (See [Appendix I](#) for the Teacher Tenure Rubric, the model of the teacher contribution rubric.)

The Student Learning Impact Rubric option can be exercised in any pilot school, whether it utilizes common assessments or applies for the Variance Option for other grades/subjects. It is meant as an option for teachers who are not covered by common assessments or Variance Option rubrics. (See [Appendix D](#) for more information about the assessments that will be used in this year's pilot for teachers of different grades and subjects; see also [Appendix E](#) for information about the necessary steps to verify which teachers should be held accountable to which measure.)

## **Metrics**

- *What are the principles behind the metrics adopted by NYCDOE for the Talent Management Pilot?*

Both types of metrics – goal-setting and common scoring – piloted this year are designed to ensure that the scores teachers receive are fair so that all teachers have the opportunity to receive a high score regardless of who or where they teach. To achieve this, both goal-setting and common scoring metrics are designed to measure growth and take into account factors that impact growth but that are outside of teachers' control.

Growth enables us to take into account in our scoring the fact that students come into a teacher's classroom at different starting points – therefore to understand what they learned in

the classroom we want to measure not simply what students know at the end of the year, but how much they grew over the course of the year.

Similarly, to measure a teacher's contribution to student learning, we need to be able to take into account in our scoring factors such as poverty level or special education status that may impact students' growth but are outside of the teacher's control. Both types of metrics in this year's pilot provide means by which these factors can be taken into account to ensure that teachers' scores are not negatively impacted by the characteristics of the students they teach.

Another principle is to ensure that teachers' scores are comparable across classrooms in the city – teachers throughout the city should be scored in the same way. The common scoring approach, because the scores are calculated centrally, provides the most direct means of ensuring that the same methodology is used to score all teachers. However, we have also designed the goal-setting process with this principle in mind – in October we will share goal-setting protocols to ensure that principals and teachers in different schools are setting goals using the same set of criteria. Principals and teachers found the goal-setting process used in last year's pilot both meaningful and time consuming; principals should be prepared to engage in at least one conversation with each teacher engaged in the goal-setting process for the Talent Management Pilot. Principals will be working with their Talent Coaches to ensure that goal-setting protocols are applied consistently across schools.

Finally, our metrics are designed to be transparent and instructionally valuable. It is our goal to create metrics that enable both principals and teachers to understand how their scores are calculated and to use that information to improve instruction.

## RATINGS

- *How will my school leader generate my pilot rating – is it completely up to their discretion?*

At the end of the 2011-12 school year, teachers will receive ratings for each individual component of the pilot model where final data is available. For some teachers, data required for receiving a rating (especially for measures of student learning) will not be available until summer or fall 2012. In those cases, individual component ratings will be distributed as they become available. All teachers will receive one overall summative rating – calculated by Central staff based on objective evidence and ratings from your school leader along with student outcome data – for the 2011-12 school year no later than December 2012. Your school leadership team will receive more information on how each component of the pilot model will be scored over the coming year.

- *Why are student ratings and feedback not included as a component of my evaluation?*

We agree that student feedback can be an important indicator of teacher effectiveness. Unfortunately, under the new state law and regulations regarding teacher effectiveness, student feedback (via ratings or surveys) cannot be used as a measure of student learning, nor does student feedback fit within Danielson's 2011 *Framework* for evaluating teacher competencies. Your school leaders, however, can use student feedback as the School-Defined Element if they choose.

- *Where can I find a clear and comprehensive set of expectations regarding teaching competencies?*

In [Appendices A](#) and [B](#) of this reference guide are copies of the relevant sections of Charlotte Danielson's 2011 *Framework for Teaching* used in each of our two classroom observation rubrics.

The 2011 *Framework* outlines critical practice areas, as well as the indicators of levels of teaching performance within each area. ARIS Learn also offers resources or Learning Opportunities to illustrate each of the competencies. Additionally, you should discuss your expectations with your school leader on an individual basis.

- *When will I receive my pilot rating?*

Teachers will receive a summative Talent Management Pilot rating at the end of the year based on the information available at that time, including teacher competency ratings, all available student outcome data, and performance on the School-Defined Element (if used). However, your school leaders will not have access to student outcome data from all measures of student learning until the fall. As a result, your school leader will provide you with an updated final rating in the fall that incorporates this data once available.

- *How do the ratings in the pilot model compare to the current S/U ratings?*

The pilot model represents a completely new rating system; there really is no comparability between this model and the current S/U rating system. Importantly, you should know that the “Effective” rating under the pilot model and the “Satisfactory” rating under the current model do not mean the same thing. In this new model, we have set the bar for “Effective” far higher than the current bar for “Satisfactory.” As a result, some teachers who receive “Satisfactory” ratings under the current APPR will not receive “Effective” ratings under the Talent Management Pilot.

- *In the pilot year, will I be rated on the new 4-point scale or the binary Satisfactory/Unsatisfactory scale as usual?*

In the pilot year, both evaluation systems will be used and you will receive both scores, although the standard binary S/U scale will be the only one that will “count” in your record.

- *Will my pilot rating information be confidential?*

All Talent Management Pilot teacher ratings will remain confidential between the teacher, their school leader, and pilot team staff. Network staff and other (non-pilot team) NYCDOE staff will only see aggregate teacher ratings.

- *Can I appeal my rating?*

Because the Talent Management Pilot rating is unofficial during the 2011-12 school year – your “Satisfactory” or “Unsatisfactory” rating on the current APPR will still be your official rating – you will not be able to appeal your pilot rating. However, we encourage you to engage your school leaders with any questions or concerns about your rating or any of the information used to generate the rating. You can appeal your official S/U rating under the appropriate citywide procedures established by the NYCDOE-UFT contract, and may grieve any incident in which you believe your contractual rights have been violated.

- *Can information from the pilot be used in tenure decisions and official S/U ratings?*

While the pilot effectiveness ratings themselves will not count towards these decisions, the evidence on teacher practice and student learning gathered throughout the pilot can be used to inform tenure decisions and official S/U ratings in accordance with the tenure and APPR policies.

## Teacher Development

- *How will teachers be trained on this new model?*

This summer, principals, assistant principals and some teacher leaders attended initial training on the new model; these school teams will determine the best way to orient their school's teachers to the model in the initial month of school. Additionally, Talent Coaches will work individually with each pilot school to provide insight into the model and help execute the model well. Throughout the year teachers may also receive targeted trainings from network or Central staff on specific aspects of the model, such as measures of student learning.

- *When will I get feedback on my practice?*

One of the most important principles of the new model is to provide frequent, concrete feedback to teachers. Teachers should never have to wonder where they stand after an observation or interaction with their school leader. As such, school leaders are encouraged to increase the amount of feedback they offer – whether verbally, via email, or by written note. There are no minimums other than those described in the contract for the number of observations, but we encourage school leaders to visit classrooms as frequently as possible, and to engage teachers in meaningful, substantive conversations about what they observe.

- *What type of targeted development will I receive in the pilot year to help me improve and develop my practice?*

You and your school leader are responsible for consulting together about areas for improvement and identifying specific development steps by which to improve those areas ([See Appendix I](#) for a template). In this way, all development should be individually targeted to your needs, and shouldn't feel disconnected from the work you do in your classroom every day. The content of the development is up to you and your school leader – anything from observing an expert teacher, to attending a relevant conference, to modeling a lesson for your inquiry team. We will provide extensive resources for you to use in identifying appropriate development steps, including through the ARIS Learn online platform.

- *What is ARIS Learn?*

ARIS Learn is a one-stop shop for high quality professional development resources for teachers and school leaders. Teachers and school leaders can use ARIS Learn to explore the teacher competencies, take self-assessments, develop and reflect on learning plans, and find both online and face-to-face learning opportunities to address development needs. Among the online learning opportunities are video modules, which serve as “on-demand” professional development aligned with the Danielson's 2011 *Framework* competencies on which teachers will be evaluated. Teachers and school leaders in pilot schools already have access to these resources in ARIS Learn under the “Learning Opportunities” tab.

- *Will the professional development I complete on ARIS Learn count towards my professional development requirement for state certification?*

Pending approval by your principal, you may use courses on ARIS Learn toward fulfillment of the 175 hours of professional development required by NYSED to maintain the new Professional Certificate.

- *What is my self-assessment used for?*

The purpose of the self-assessment is for teachers to have the opportunity to reflect on their own practice and communicate their thoughts to school leaders prior to the mid-year and end-of-year conferences. The self-assessment is your opportunity to step back and take a look at where your teaching practice currently stands, and where you want to grow. The self-assessments do not affect evaluation ratings, but should serve as a source of discussion between teachers and school leaders about strengths and improvement areas. Teachers may choose to keep their self-assessments private, though we encourage all teachers to share their self-reflections regularly with their school leaders. Teachers can access self-assessments in ARIS Learn under the “Self-Assessment” tab.

## School Leader Support

- *What training are school leaders receiving to implement the pilot model?*

Pilot school leaders will participate in a series of professional development courses throughout the year, beginning with two days of preliminary training already completed this summer. These training sessions provide in-depth practice with each aspect of the pilot model, including (but not limited to): gathering low-inference evidence during classroom observations, norming their ratings of classroom practices against the Danielson’s 2011 *Framework* competencies to the ratings of their peers (to ensure equitable implementation across schools), providing meaningful feedback, discussing best practices for evaluating measures of student learning data for each grade / subject, and creating rigorous and high quality interim and summative evaluations for teachers. They will also receive continual support, training, and feedback from their Talent Coach (described below) as well as from a Talent Manager based in your school’s network. Finally, we encourage (and support) school leaders to learn from one another and share best practices across schools.

- *How will Central help ensure that all school leaders are holding teachers to the same standard?*

We know that for any new evaluation model to succeed, teacher ratings should be as objective and independent of their evaluator as possible. Accordingly, we plan to provide school leaders with professional development and on-the-ground support to help norm ratings across leadership teams within schools and across school throughout the city. Talent Coaches and other co-observers will regularly accompany your school leaders during classroom visits and offer feedback on their observations afterwards. They will also participate in proficiency tests on the version of Danielson’s 2011 *Framework* used in your network throughout the year.

- *Who are the Talent Coaches?*

The Talent Coaches are instructional leaders, selected via a rigorous selection process based on their track record of successfully supporting teachers to improve their instructional practice. Each school will be assigned a Talent Coach, who will be onsite three to four times per month to provide your school leadership team with additional support, tools, and resources to focus on the task of supporting and developing teachers.

- *Who are the Talent Managers, and what role will networks play?*

The Talent Managers are network-based staff who will focus on gathering best practices of pilot implementation across all schools within their network and analyzing trends to determine appropriate professional development activities for school leaders or teachers within their network participating in the pilot. Talent Managers and Talent Coaches will meet regularly to

discuss pilot implementation and identify ways that network staff can support school leader efforts.

- *What is the role of the Central Office in supporting pilot implementation?*

This pilot model aims to help everyone improve their focus on instructional practice and student outcomes, and that applies to Central as well. We have a strong working group of experts across several offices dedicated to overseeing the successful implementation of the pilot, ranging from providing effective training to school leaders, keeping teachers and school leaders informed, and (most importantly) listening to your feedback on the pilot's implementation.

- *What happens if my school leader is not meeting the expectations set by this pilot?*

We want to know. A more rigorous teacher evaluation and development system will only work for all parties if it is implemented consistently, and school leaders bear the chief responsibility to fulfill this mandate. If you feel your school leadership team is not implementing the model as described in this handbook (regular observations, timely and specific feedback, evidence-based evaluations, and informing the staff of the details of the model), we encourage you to reach out to us via one of the feedback avenues below. If you feel comfortable doing so, we also encourage you to approach your school leaders directly to request better support.

## Going Forward and Offering Feedback

- *What is the plan after this pilot year? Will the rubric or assessments change?*

The new evaluation and development model will be revised and refined, where possible (to reflect the experience of teachers and school leaders in the pilot schools) and where necessary (to comply with state law and regulations), and is intended for eventual introduction citywide – so you, as a participant in the pilot, have enormous influence on this new approach to teacher evaluation and development affecting teachers across New York City.

- *Will school leaders be evaluated using the same system as teachers?*

Currently, the pilot evaluation model only evaluates teachers. However, the same legislation that modified state expectations for teacher evaluation also modified requirements for school leader evaluation. We are in the process of developing and piloting a new principal evaluation model in a different set of NYC schools to ensure our schools have effective leadership and that our teachers have qualified evaluators and instructional leaders.

- *How can I offer my input and feedback on the pilot implementation?*

Thank you for asking! As a teacher in one of the pilot schools, you have the unique opportunity to be a partner in designing this new model before it is introduced citywide, and your input is critical to shaping the implementation of our new evaluation model when applied to all of the teachers in New York City's public schools. There are a number of avenues to communicate your thoughts, reactions and ideas about the model's structure and implementation:

- Complete three surveys over the course of the year: At the beginning, middle, and end of the year, we will send surveys to all pilot school teachers at their @schools.nyc.gov email addresses, asking about your experiences during pilot implementation. These surveys provide us with crucial and timely information about the pilot and will help us understand how well school leaders are implementing and communicating the pilot's goals. We strongly encourage you to complete these surveys.



- Talk with your school leader: The pilot model raises expectations for all of us, and we expect school leaders to assume a heightened role as the instructional leaders of their school. As such, they should serve as your primary point of contact for the pilot – both to receive information and offer your feedback. Talent coaches will regularly ask principals to provide them with teacher feedback so that we understand (and can respond to) questions and comments.
- Attend a Pilot Teacher Town Hall: At least once each semester, NYCDOE staff will hold town halls at locations throughout the city to provide information about the pilot and, more importantly, hear the feedback and questions of teachers. We aim to hold these town halls at times and locations most convenient for teachers to attend, and will communicate details about each town hall as early as possible. We will also encourage school leaders to facilitate attendance for their teachers.
- Participate in a focus group: NYCDOE intends to hold small focus groups throughout the year on subjects related to pilot implementation. If you would like to participate, please email us at [teachereffectiveness@schools.nyc.gov](mailto:teachereffectiveness@schools.nyc.gov).
- Tell us directly: NYCDOE also welcomes teachers to offer direct feedback to NYCDOE's design team at [teachereffectiveness@schools.nyc.gov](mailto:teachereffectiveness@schools.nyc.gov).
- Suggest other means of NYCDOE-to-teacher communications: The options listed above are certainly not the only options available; in particular, NYCDOE would appreciate hearing suggestions from teachers for other ways in which we can solicit teachers' feedback on pilot implementation.

- *What if I have questions about this model?*

Your school leaders should be able to answer most questions about the new model. However, we will do our best to ensure that teachers have as much information as possible about the pilot. You should expect to receive a regular eNewsletter (to be emailed to your @schools.nyc.gov email address) with timely updates on the pilot and links to resources. Additionally, a wide range of pilot information is available on our pilot website, which will be launched in October 2011.

## **Appendices**

### **Appendix A: Classroom Observation Rubric Form: Modified Danielson 2011 *Framework***



Teacher Name: \_\_\_\_\_  
 Subject/Grade/Class: \_\_\_\_\_

\_\_\_ Full Period \_\_\_ Partial Period  
 Date: \_\_\_\_\_

Domain 1: Planning and Preparation					
Competency	Rating	Ineffective	Developing	Effective	Highly Effective
<b>Designing Coherent Instruction</b>  <i>The Big Idea: The various elements of the plan—the instructional outcomes, the activities, the material, the methods, the student grouping and the assessment, all focus on increasing student understanding of the material.</i>  <b>Elements of this Competency:</b> -Learning Activities -Instructional Materials and Resources -Instructional Groups -Lesson and Unit Structure -Assessment Plans	I   D   E   HE   N/A	➤ Instructional outcomes are not aligned to grade level standards, or selected Common Core standards and engage students primarily in low cognitive levels of learning.  ➤ There is no plan to address the needs of ELLs or students with disabilities.  ➤ Learning activities, instructional groupings and/or materials do not align to the objectives.  ➤ The lesson or unit has no clearly defined structure. Activities do not follow an organized progression, and time allocations are unrealistic.  ➤ Teacher has no plan to assess student learning.	➤ Instructional outcomes are partially aligned to grade level standards, or selected Common Core standards as appropriate, and engage students in moderate cognitive levels of learning.  ➤ There is a plan to address some of the needs of ELLs or students with disabilities.  ➤ Only some learning activities, instructional groupings and/or materials align to the objectives.  ➤ The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.  ➤ Teacher intends to assess students only once during the lesson or plans to use results for class as a whole.	➤ Instructional outcomes are aligned to grade level standards, or selected Common Core standards as appropriate, and engage students in a high cognitive level of learning throughout most of the lesson.  ➤ There is a differentiated plan to address nearly all of the needs of ELLs or students with disabilities.  ➤ All of the learning activities, instructional groupings and materials align to objectives and vary appropriately for individual students.  ➤ The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.  ➤ Teacher has a plan to assess and record student progress a few times during the lesson and/or plans to use results for future instruction of student groups.	➤ Instructional outcomes are aligned to grade level standards, or selected Common Core standards as appropriate, and engage students in a high cognitive level of learning throughout the entire lesson.  ➤ There is a differentiated plan to address the needs of all students including ELLs and students with disabilities.  ➤ All learning activities, instructional groupings, and materials are suitable to students, aligned to the objectives and show evidence of differentiation or adaptation for individual students.  ➤ The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.  ➤ Teacher has a plan to assess and record student progress frequently during the lesson and plans to use results for future instruction of individual students.
Evidence and Comments:					

Domain 2: The Classroom Environment					
Competency	Rating	Ineffective	Developing	Effective	Highly Effective
<b>Establishing a Culture for Learning</b>  <i>The Big Idea: The classroom is characterized by students' clear focus on learning, a willingness to work hard and make mistakes; and a sense among students that the material is important.</i>  <b>Elements of this Competency:</b> -Importance of the Content -Expectations for Learning and Achievement -Student pride in work	I D E HE N/A	➤ The classroom culture is characterized by a lack of teacher or student commitment to learning. ➤ Classroom interactions convey medium to low expectations for student achievement with high expectations for learning reserved for only one or two students. Hard work is not expected or valued. ➤ Students cannot explain what they are learning or why it is important. Work is careless or incomplete.	➤ The classroom culture is characterized by little commitment to learning by teacher or students. ➤ Classroom interactions convey limited expectations for student learning and achievement. The teacher conveys that student success is the result of natural ability rather than hard work. ➤ The teacher and students appear to be only "going through the motions," and students indicate that they are interested in completion of the task, rather than quality. They cannot explain why or do not believe it is important.	➤ The classroom culture is characterized by a commitment to learning by the teacher and the students. ➤ Classroom interactions convey high expectations for student learning and achievement. The teacher conveys that with hard work students can be successful ➤ Students apply themselves consistently to the task and demonstrate an interest in producing quality work. Both the teacher and the students believe, and can explain why what they are learning is important.	➤ The classroom culture is characterized by a shared belief in the importance of learning by the teacher and the students. ➤ Classroom interactions convey high expectations for student learning and achievement for all students. The teacher insists on hard work. ➤ Students assume responsibility for producing high quality work by initiating improvements, making revisions, adding detail and/or helping peers. All students can explain why, what they are learning is important.
<b>Managing Student Behavior</b>  <i>The Big Idea: In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates.</i>  <b>Elements of this Competency:</b> -Expectations -Monitoring of Student Behavior -Response to Student Misbehavior	I D E HE N/A	➤ Classroom rules may be posted, but neither teacher nor students refer to or consistently follow them and/or a significant amount of time is spent responding to misbehavior instead of accomplishing learning objectives. ➤ Teacher does not monitor student behavior or does so with uneven results. ➤ Teacher does not respond to misbehavior, or response is inconsistent. Groups of students may be off task.	➤ A large majority of students seem to understand and adhere to standards of conduct, although a small group of students may continue to misbehave or to be off task, thereby slowing down progress toward the learning objective for some or all students. ➤ Teacher is generally aware of student behavior and consistently corrects it, but may miss more than one instance of misbehavior. ➤ Teacher is usually successful at correcting student misbehavior.	➤ Student behavior is appropriate and does not interfere with learning. ➤ The teacher monitors student behavior and responds to misbehavior consistently, appropriately and respectfully. ➤ Teacher is successful at correcting student misbehavior.	➤ Student behavior is entirely appropriate. ➤ Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. ➤ Teacher's response to student misbehavior is sensitive to individual student needs and receives a positive reaction.
<b>Evidence and Comments:</b>					

Domain 3: Instruction					
Competency	Rating	Ineffective	Developing	Effective	Highly Effective
<b>Using Questioning and Discussion Techniques</b>  <i>The Big Idea: Questioning and discussion should be used as techniques to deepen student understanding.</i>  <b>Elements of this Competency:</b> -Quality of Questions -Discussion Techniques -Student Participation	I  D  E  HE  N/A	➤ The teacher's questions do not cognitively challenge students or do not align to instructional outcomes. Questions do not reflect scaffolding. ➤ The teacher's voice dominates the discussion. ➤ Only a few students participate.	➤ The teacher's questions are partially at a high cognitive level and align to instructional outcomes. Questions reflect limited use of scaffolding to support student understanding of the material. ➤ Discussion is between teacher and student; there are few thoughtful responses. ➤ The teacher attempts to engage students in discussion, but less than half of—or the same few--students participate.	➤ Nearly all of the teacher's questions are at a high cognitive level designed to promote student thinking and understanding of the instructional outcomes. Questions reflect an appropriate use of scaffolding to promote student understanding of the material. ➤ The teacher facilitates a genuine discussion among students and all students participate. ➤ The teacher steps aside, allowing student-to-student discussion, when appropriate.	➤ The teacher's questions and student discussion are at a high cognitive level focused on deepening understanding of the instructional outcomes. Questions reflect purposeful attention to differentiated to promote all students' understanding of the material. ➤ Students formulate high-level questions; assume responsibility for the success of the discussion. ➤ Students themselves ensure that all voices are heard in the discussion.
<b>Engaging Students in Learning</b>  <i>The Big Idea: Cognitive engagement is not simply "participation;" cognitive engagement means "the learner is doing the learning."</i>  <b>Elements of this Competency:</b> -Activities and Assignments -Groupings of Students, Instructional Materials and Resources -Structure and Pacing	I  D  E  HE  N/A	➤ Few students are cognitively engaged in learning and the learning activities may require only rote responses. ➤ Groupings, activities and materials are inappropriate for the lesson outcomes and do not support learning, especially for ELLs and students with disabilities. ➤ No lesson's structure or pacing is present.	➤ Students are partially cognitively engaged in learning. The lesson requires only minimal thinking by students, allowing nearly all students to be passive or merely compliant. ➤ Groupings, activities and materials are partially appropriate and support learning for half of the students, including ELLs and students with disabilities. ➤ The lesson's structure or pacing may not provide students the time needed to be intellectually engaged.	➤ Students are cognitively engaged in high levels of learning throughout the lesson. ➤ Groupings, activities and materials are appropriate to the instructional outcomes and support learning for nearly all students, especially for ELLs and students with disabilities. ➤ The lesson's structure is coherent, with suitable pacing for the learners.	➤ Students are cognitively engaged in high level, grade appropriate thinking throughout lesson and make contributions to the content, groupings, activities and materials of the lesson. ➤ Groupings, activities and materials support all students and address individual student needs especially for ELLs and students with disabilities. ➤ The lesson's structure and pacing allow for reflection and closure for all students.
<b>Evidence and Comments:</b>					

Competency	Rating	Ineffective	Developing	Effective	Highly Effective
<b>Using Assessment in Instruction</b>  <i>The Big Idea: Teachers create questions specifically to elicit the extent of student understanding and ascertain the degree of understanding of every student in the class.</i>  <b>Elements of this Competency:</b> -Assessment Criteria -Monitoring of Student Learning -Feedback to Students -Student Self-Assessment and Monitoring of Progress	I  D  E  HE  N/A	➤ Students are not aware of the criteria by which their work will be evaluated. ➤ Assessment is not used in instruction or is not aligned to the objective or is used only to monitor the progress of the whole class toward the objective. ➤ Teacher infrequently addresses student misunderstanding of content and/or feedback to students is of poor quality and not provided in a timely manner. ➤ Students do not engage in self-assessment or monitoring of progress.	➤ Students know some of the criteria and performance standards by which their work will be evaluated. ➤ Assessment is used occasionally to monitor the progress of groups of students and/or a few individual students toward the objective. ➤ Teacher acknowledges student misunderstandings of the content, but does not stop to address it and/or feedback to students is inconsistent. ➤ Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	➤ Students are fully aware of the criteria and performance standards by which their work will be evaluated. ➤ Assessment is used regularly in instruction to monitor the progress of individual students toward the objective, including ELLs and students with disabilities. ➤ Teacher explicitly identifies and addresses misunderstandings. Teacher provides high quality and timely feedback to students. ➤ Assessment may include self-assessment by students, monitoring of learning progress by teacher and/or student.	➤ Assessment is fully integrated into instruction. ➤ Extensive use of formative assessment to monitor the progress of individual students toward the objective, especially ELLs and students with disabilities. ➤ Questions / prompts / assessments are used regularly to diagnose evidence of learning and instruction is adjusted and differentiated to address individual student misunderstandings. Feedback to students is consistently high quality. ➤ Students make use of this information in their learning.
<b>Evidence and Comments:</b>					
<b>Overall Outcomes</b>					
<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>	
Less than half (50%) of the students demonstrate mastery of the intended outcome or objective for the portion of the lesson observed.		More than half (60-85%) of the students demonstrate mastery of the intended outcome or objective for the portion of the lesson observed.		A great majority (85%) of students demonstrate mastery of the intended outcome or objective for the portion of the lesson observed.	
<b>Overall Strengths:</b>		<b>Overall Areas for Improvement:</b>		<b>Next Steps:</b>	

**Appendix B: Classroom Observation Rubric Form: Abbreviated Danielson  
2011 *Framework***

Teacher Name: \_\_\_\_\_

\_\_\_\_ Full Period \_\_\_\_ Partial Period

Subject/Grade/Class: \_\_\_\_\_

Date: \_\_\_\_\_

Competency		Ineffective	Developing	Effective	Highly Effective
<b>1e: Designing Coherent Instruction</b>  <b>Elements:</b> <i>-Learning activities</i> <i>-Instructional materials and resources</i> <i>-Instructional groups</i> <i>-Lesson and unit structure</i>	Descriptor	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
	Critical Attributes	<ul style="list-style-type: none"> <li>• <i>Learning activities are boring and/or not well aligned to the instructional goals.</i></li> <li>• <i>Materials are not engaging or do not meet instructional outcomes.</i></li> <li>• <i>Instructional groups do not support learning.</i></li> <li>• <i>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learning activities are moderately challenging.</i></li> <li>• <i>Learning resources are suitable, but there is limited variety.</i></li> <li>• <i>Instructional groups are random or only partially support objectives.</i></li> <li>• <i>Lesson structure is uneven or may be unrealistic in terms of time expectations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Learning activities are matched to instructional outcomes</i></li> <li>• <i>Activities provide opportunity for higher-level thinking.</i></li> <li>• <i>Teacher provides a variety of appropriately challenging materials and resources.</i></li> <li>• <i>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</i></li> <li>• <i>The plan for the lesson or unit is well structured, with reasonable time allocations.</i></li> </ul>	<p><i>In addition to the characteristics of "Effective,"</i></p> <ul style="list-style-type: none"> <li>• <i>Activities permit student choice.</i></li> <li>• <i>Learning experiences connect to other disciplines.</i></li> <li>• <i>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</i></li> <li>• <i>Lesson plans differentiate for individual student needs.</i></li> </ul>
Evidence:					

Competency		Ineffective	Developing	Effective	Highly Effective
<b>2b: Establishing a culture for learning</b>  <b>Elements:</b> <i>-Importance of the content and of learning</i> <i>-Expectations for learning and achievement</i> <i>-Student pride in work</i>	Descriptor	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p>
	Critical Attributes	<ul style="list-style-type: none"> <li>• <i>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</i></li> <li>• <i>The teacher conveys to at least some students that the work is too challenging for them.</i></li> <li>• <i>Students exhibit little or no pride in their work.</i></li> <li>• <i>Class time is devoted more to socializing than to learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.”</i></li> <li>• <i>The teacher conveys high expectations for only some students.</i></li> <li>• <i>Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.</i></li> <li>• <i>Many students indicate that they are looking for an “easy path.”</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</i></li> <li>• <i>The teacher demonstrates a high regard for student abilities.</i></li> <li>• <i>Teacher conveys an expectation of high levels of student effort.</i></li> <li>• <i>Students expend good effort to complete work of high quality.</i></li> </ul>	<p><i>In addition to the characteristics of “Effective,”</i></p> <ul style="list-style-type: none"> <li>• <i>The teacher communicates a genuine passion for the subject.</i></li> <li>• <i>Students indicate that they are not satisfied unless they have complete understanding.</i></li> <li>• <i>Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.</i></li> <li>• <i>Students recognize the efforts of their classmates.</i></li> <li>• <i>Students take initiative in improving the quality of their work.</i></li> </ul>
Evidence:					



Competency		Ineffective	Developing	Effective	Highly Effective
<b>2d: Managing Student Behavior</b>  <b>Elements:</b> -Expectations -Monitoring of student behavior -Response to student misbehavior	Descriptor	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of students behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.
	Critical Attributes	<ul style="list-style-type: none"> <li>The classroom environment is chaotic, with no apparent standards of conduct.</li> <li>The teacher does not monitor student behavior.</li> <li>Some students violate classroom rules, without apparent teacher awareness.</li> <li>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</li> <li>Teacher attempts to keep track of student behavior, but with no apparent system.</li> <li>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct appear to have been established.</li> <li>Student behavior is generally appropriate.</li> <li>The teacher frequently monitors student behavior.</li> <li>Teacher's response to student misbehavior is effective.</li> <li>Teacher acknowledges good behavior.</li> </ul>	In addition to the characteristics of "Effective," <ul style="list-style-type: none"> <li>Student behavior is entirely appropriate; no evidence of student misbehavior.</li> <li>The teacher monitors student behavior without speaking—just moving about.</li> <li>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</li> </ul>
Evidence:					

Competency		Ineffective	Developing	Effective	Highly Effective
<b>3b: Using Questioning and Discussion Techniques</b>  <b>Elements:</b> -Quality of questions -Discussion techniques -Student participation	Descriptor	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
	Critical Attributes	<ul style="list-style-type: none"> <li>Questions are rapid-fire, and convergent, with a single correct answer.</li> <li>Questions do not invite student thinking.</li> <li>All discussion is between teacher and students; students are not invited to speak directly to one another.</li> <li>A few students dominate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher frames some questions designed to promote student thinking, but only a few students are involved.</li> <li>The teacher invites students to respond directly to one another's ideas, but few students respond.</li> <li>Teacher calls on many students, but only a small number actually participate in the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.</li> <li>The teacher makes effective use of wait time.</li> <li>The teacher builds on student responses to questions effectively.</li> <li>Discussions enable students to talk to one another, without ongoing mediation by the teacher.</li> <li>The teacher calls on most students, even those who don't initially volunteer.</li> <li>Many students actively engage in the discussion.</li> </ul>	In addition to the characteristics of "Effective," <ul style="list-style-type: none"> <li>Students initiate higher-order questions.</li> <li>Students extend the discussion, enriching it.</li> <li>Students invite comments from their classmates during a discussion.</li> </ul>
Evidence:					

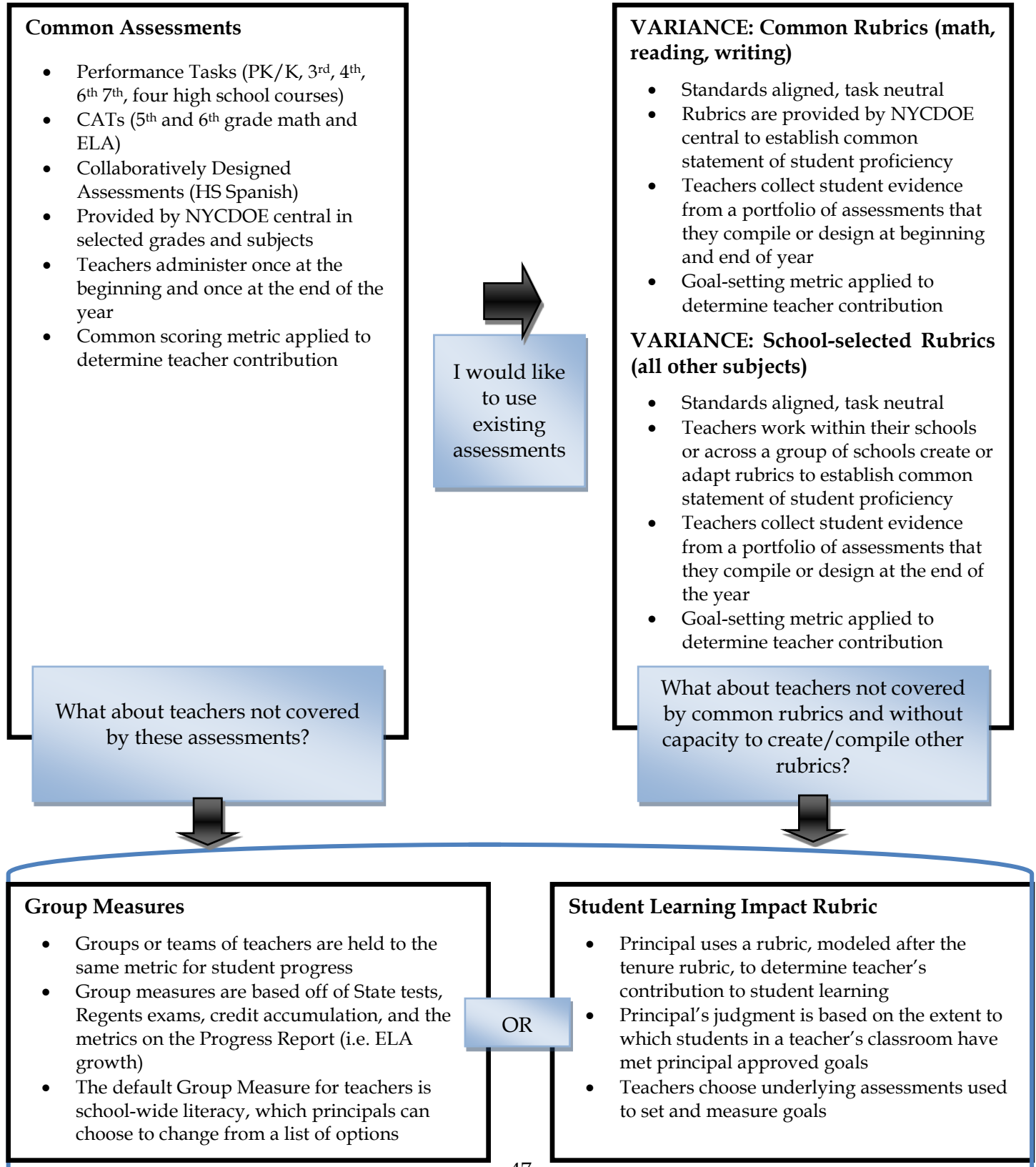
Competency		Ineffective	Developing	Effective	Highly Effective
<b>3c: Engaging Student in Learning</b>  <b>Elements:</b> -Activities and assignments -Grouping of students -Instructional materials and resources -Structure and pacing	Descriptor	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>	<p>The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete the tasks and may serve as resources for one another.</p>
	Critical Attributes	<ul style="list-style-type: none"> <li>Few students are intellectually engaged in the lesson.</li> <li>Learning tasks require only recall or have a single correct response or method.</li> <li>The materials used ask students only to perform rote tasks.</li> <li>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</li> <li>Instructional materials used are unsuitable to the lesson and/or the students.</li> <li>The lesson drags, or is rushed.</li> </ul>	<ul style="list-style-type: none"> <li>Some students are intellectually engaged in the lesson.</li> <li>Learning tasks are a mix of those requiring thinking and recall.</li> <li>Student engagement with the content is largely passive, learning primarily facts or procedures.</li> <li>Students have no choice in how they complete tasks.</li> <li>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</li> <li>The materials and resources are partially aligned to the lesson objectives, only some of them demand student thinking.</li> <li>The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</li> </ul>	<ul style="list-style-type: none"> <li>Most students are intellectually engaged in the lesson.</li> <li>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</li> <li>Students have some choice in how they complete learning tasks.</li> <li>There is a mix of different types of groupings, suitable to the lesson objectives.</li> <li>Materials and resources support the learning goals and require intellectual engagement as appropriate.</li> <li>The pacing of the lesson provides students the time needed to be intellectually engaged.</li> </ul>	<p><i>In addition to the characteristics of "Effective,"</i></p> <ul style="list-style-type: none"> <li>Virtually all students are highly engaged in the lesson.</li> <li>Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</li> <li>Students suggest modifications to the grouping patterns used.</li> <li>Students have extensive choice in how they complete tasks.</li> <li>Students suggest modifications or additions to the materials being used.</li> <li>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</li> </ul>
Evidence:					

Competency		Ineffective	Developing	Effective	Highly Effective
<b>3d: Using Assessment in Instruction</b>  <b>Elements:</b> -Assessment criteria -Monitoring of student learning -Feedback to students -Student self-assessment and monitoring of progress	Descriptor	<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.</p>
	Critical Attributes	<ul style="list-style-type: none"> <li>• The teacher gives no indication of what high quality work looks like.</li> <li>• The teacher makes no effort to determine whether students understand the lesson.</li> <li>• Feedback is only global.</li> <li>• The teacher does not ask students to evaluate their own or classmates' work.</li> </ul>	<ul style="list-style-type: none"> <li>• There is little evidence that the students understand how their work will be evaluated.</li> <li>• Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</li> <li>• Teacher requests global indications of student understanding.</li> <li>• Feedback to students is not uniformly specific, not oriented towards future improvement of work.</li> <li>• The teacher makes only minor attempts to engage students in self- or peer-assessment.</li> <li>• The teacher's attempts to adjust the lesson are partially successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Students indicate that they clearly understand the characteristics of high-quality work.</li> <li>• The teacher elicits evidence of student understanding during the lesson.</li> <li>• Students are invited to assess their own work and make improvements.</li> <li>• Feedback includes specific and timely guidance for at least groups of students.</li> <li>• The teacher attempts to engage students in self- or peer-assessment.</li> <li>• When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</li> </ul>	<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> <li>• There is evidence that students have helped establish the evaluation criteria.</li> <li>• Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</li> <li>• Teacher makes frequent use of strategies to elicit information about individual student understanding.</li> <li>• Feedback to students is specific and timely, and is provided from many sources, including other students.</li> <li>• Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</li> <li>• The teacher's adjustments to the lesson are designed to assist individual students.</li> </ul>
Evidence:					

## Appendix C: Decision Making Framework for Measures of Student Learning

### DECISION MAKING OVERVIEW

(Note – State tests and Regents exams **MUST** be used in both Common Assessment and Variance Option schools.)



## Appendix D: Measures of Student Learning by Grade/Subject

### OVERVIEW

For this year's pilot, all teachers will be assigned measures of student learning based upon the grades and subjects that they teach to ensure that we implement a system grounded in our guiding principles and state policy. As indicated in the decision tree in [Appendix C](#), all teachers will be assigned default measures of student learning for their grade and subject. Some schools will choose to apply for the Variance Option and will therefore have different measures of student learning than the defaults listed here. Additionally, in both Common Assessment and Variance Option schools, principals will choose whether teachers in non-tested or non-covered grades and subjects are assigned a group measure or the Student Learning Impact Rubric.

The following principles guided the selection of these assignments:

- If a State test or Regents exam exists in a given grade/subject, it must be used as a measure for teachers of that grade/subject.
- Where possible, all teachers should be assigned at least two assessments that measure student learning.
  - Note: Group Measures and Student Learning Impact Rubric are considered multiple assessments because they will measure performance on multiple tests.
- Teachers were assigned all eligible tests offered in their grade and subject to ensure that evaluation results are based upon multiple assessments.

## ASSIGNMENT CHART

The assessments that will be used for teachers in each grade and subject are shown in the below charts (for high school, assessments are based upon course level and subject). These charts are relevant for all schools using common assessments. Schools exercising the Variance Option will select or create their own assessments in place of all common assessments listed in this chart except for State tests and Regents exams, which must be used in all schools where applicable.

ELEMENTARY / MIDDLE SCHOOLS					
GRADE AND SUBJECT		MEASURE OF STUDENT LEARNING 1	MEASURE OF STUDENT LEARNING 2	MEASURE OF STUDENT LEARNING 3	MEASURE OF STUDENT LEARNING 4
Pre K	All	Math Performance Task	ELA Performance Task		
K	All	Math Performance Task	ELA Performance Task		
1	All	Group Measure or Student Learning Impact Rubric			
2	All	Group Measure or Student Learning Impact Rubric			
3	All	Math State Test	ELA State Test	SS Performance Task	
4	All	Math State Test	ELA State Test	Science State Test	Science Performance Task
5	All	Math State Test	ELA State Test	Math Computer Adaptive*	ELA Computer Adaptive*
6	ELA	ELA State Test	ELA Computer Adaptive*		
	Math	Math State Test	Math Computer Adaptive		
	Science	Group Measure or Student Learning Impact Rubric			
	SS	SS Performance Task	Group Measure or Student Learning Impact Rubric		



<b>7</b>	<b>ELA</b>	ELA State Test	ELA Performance Task
	<b>Math</b>	Math State Test	Group Measure or Student Learning Impact Rubric
	<b>Science</b>	Science Performance Task	Group Measure or Student Learning Impact Rubric
	<b>SS</b>	Group Measure or Student Learning Impact Rubric	
<b>8**</b>	<b>ELA</b>	ELA State Test	Group Measure or Student Learning Impact Rubric
	<b>Math</b>	Math State Test	Group Measure or Student Learning Impact Rubric
	<b>Science</b>	Group Measure or Student Learning Impact Rubric	
	<b>SS</b>	Group Measure or Student Learning Impact Rubric	

Notes:

*\*Schools will be able to determine if they have the necessary technology capacity to support Computer Adaptive Assessments during the verification process. Teachers who are eligible for Computer Adaptive Assessments but whose school does not have the technology to support it will be assigned Group Measures if they only have one other assessment.*

*\*\*Some middle school students take Regents-level courses and exams. Teachers of these students will be assigned the assessments associated with these courses (described in the chart below) as well as the middle school grade-level assessments.*

HIGH SCHOOLS			
SUBJECT	COURSE	MEASURE OF STUDENT LEARNING 1	MEASURE OF STUDENT LEARNING 2
ELA	English Regents	English Regents	Group Measure or Student Learning Impact Rubric
	Pre-Regents Year	English performance task*	Group Measure or Student Learning Impact Rubric
	All Other English	Group Measure or Student Learning Impact Rubric	
Math	Integrated Algebra	Integrated Algebra Regents	Integrated Algebra performance task*
	All other Regents	Regents exam	Group Measure or Student Learning Impact Rubric
	All other Math	Group Measure or Student Learning Impact Rubric	
Science	Living Environment	Living Environment Regents	Living Environment performance task*
	All other Regents	Regents exam	Group Measure or Student Learning Impact Rubric
	All other Science	Group Measure or Student Learning Impact Rubric	
Social Studies	US History Regents	US History Regents	US History performance task*
	All other Regents	Regents exam	Group Measure or Student Learning Impact Rubric
	All other SS/Humanities	Group Measure or Student Learning Impact Rubric	
Spanish	Spanish 1	Spanish 1 Collaborative Design Assessment*	Group Measure or Student Learning Impact Rubric
All other grades and subjects		Group Measure or Student Learning Impact Rubric	

*\* Performance Tasks and Collaborative Design Assessments apply only for teachers of year-long courses and one-term courses in the second semester. Teachers who teach one-term courses in the first semester will be assigned a default group measure.*

## GROUP MEASURE OPTIONS

The below table provides a list of group measure choices. If principals wish to assign any teacher an alternate Group Measure, they must specify the alternate option by November 15. Alternatively, principals may use the Student Learning Impact Rubric.

Principals should consider the following to determine a Group Measure for each teacher:

- Does this teacher work with most students in the school or a smaller subset?
- Which grade levels does this teacher primarily work with?
- What content areas/subjects in the Group Measure options align most closely with this teacher's content area?

GRADE LEVELS	GROUP MEASURE OPTIONS
<b>DEFAULT OPTION FOR ALL TEACHERS WITH GROUP MEASURE ASSIGNMENT</b>	
<b>All Grades</b>	School-wide ELA State Test
<b>ALTERNATE GROUP MEASURES</b>	
<b>Grades 3-8</b>	Grade Level ELA State Test
<b>Grades 3-8</b>	Grade Level Math State Test
<b>Grades K-8</b>	School-wide Math State Test
<b>Grades K-8</b>	School-wide ELA State Test - Students in the Lowest Third
<b>Grades K-8</b>	School-wide Math State Test - Students in the Lowest Third
<b>High School</b>	1st Year Credit Accumulation
<b>High School</b>	2nd Year Credit Accumulation
<b>High School</b>	3rd Year Credit Accumulation
<b>High School</b>	1st Year Credit Accumulation – Students in the Lowest Third
<b>High School</b>	2nd Year Credit Accumulation – Students in the Lowest Third
<b>High School</b>	3rd Year Credit Accumulation – Students in the Lowest Third
<b>High School</b>	School-wide Math Regents
<b>High School</b>	School-wide U.S. History Regents
<b>High School</b>	School-wide Global History Regents
<b>High School</b>	School-wide Science Regents

*Additional options may be added. For example, NYCDOE is considering whether a combination measure of state Math and ELA tests is feasible and appropriate.*

## METRICS CHART

The metrics that will be used to calculate teachers' scores for each assessment are shown in the below chart, along with the timeline for when teachers' scores will be available. (See the [Frequently Asked Questions](#) regarding ratings for information on how to incorporate late-released scores into evaluations and conversations with teachers.)

ASSESSMENT (COURSES)	GRADES	METRIC	TEACHER SCORES AVAILABLE
Math/ELA State Tests	Grades 4-8	Common Scoring	Fall 2012
Science State Tests	Grades 4-8	Common Scoring	Fall 2012
Math/ELA State Tests	Grade 3	Goal-setting	Spring/Fall 2012
Regents Exams	Grades 9-12	Goal-setting	Spring/Fall 2012
Performance Tasks (Year-Long Courses)	All grades	Common Scoring	Fall 2012
Performance Tasks (Single Term Courses)	All grades	Goal-setting	Spring/Fall 2012
Computer Adaptive Assessments	Grades 5-6	Common Scoring	Spring/Fall 2012
Collaborative Design (Introductory Spanish)	Grades 9-12	Goal-setting	Spring/Fall 2012
Group Measures	All grades	Common Scoring	Fall 2012
Variance Option	All grades	Goal-setting	Spring/Fall 2012

## Appendix E: Data Verification and Measures of Student Learning Assignment

To ensure that the appropriate measure is used for each teacher, school leaders must verify teacher and course data in September alongside default measures of student learning. To support schools with this process, we will be hosting webinars no later than September 23 that will be available to all principals and program chairs for review. Below, we provide a timeline and overview of the verification and assignment process. Additional information is available in the [Frequently Asked Questions](#) section above.

On September 12, schools will receive an Excel spreadsheet containing a list of teachers along with the courses they teach. The spreadsheet will also indicate the assessments that we anticipate will be used for each teacher's measure of student learning including state and local assessments.

Between September 12 and September 30, a program chair or other school leader designated by the principal must review the spreadsheet and, for each data point, confirm whether the information is correct and if not, make corrections in both the spreadsheet and in the database from which the data came (e.g. STARS, ATS). Explicit directions about how to interpret and correct the spreadsheet will be included when distributed. Throughout this time, Talent Coaches will work with principals to ensure that all teachers receive accurate course and assessment assignments and to resolve any discrepancies. Teachers can view their measures of student learning assignments in ARIS Learn based on this data verification by October 17.

Principals and their verification designees should consider the following guidelines:

- Teachers must have at least 10 students in that grade/subject to be assigned that grade/subject's measure of student learning. If a teacher has fewer than 10 students, please indicate in the verification sheet that they should not be assigned that measure.
- Teachers who teach multiple grades and subjects (e.g., a teacher of sixth and seventh grade ELA) should be assigned the measures of student learning for all the grades/subjects they teach in which at least 30 percent of their total students taught are enrolled. If less than 30 percent of the teacher's total students are enrolled in a grade/subject, you should indicate in the verification sheet that they should not be assigned that measure.
- Co-teachers should be assigned measures of student learning for the grades/subjects they teach.
- Instructional support personnel who spend less than 50 percent of their time teaching should not be assigned measures of student learning.
- Instructional support personnel who spend more than 50 percent of their time teaching, but are not primarily responsible for a student's instruction in a given subject (e.g., push-in/ pull-out teachers), should not be assigned the measure of student learning for that grade and subject. Instead, these teachers should be assigned a Group Measure.
- All teachers are assigned the same default Group Measure based on school-wide ELA test results. Principals may select different Group Measures for teachers from a short list of alternative choices or the Student Learning Impact Rubric if they feel that a different measure is better suited to that teacher's instruction. This selection will occur during a short survey window through the first month of school. Please see [Appendix D](#) above for more information about Group Measure options.

Please note talent coaches will be available to answer questions about the measures of student learning assignments or the verification process and will assist in determining the most appropriate Group Measures for your teachers.

## **Appendix F: Performance Tasks – Descriptions, Administration, and Scoring**

The common assessments provided by the districts for measures of student learning are mostly Performance Tasks. To make a determination if schools would like to use these common assessments or apply for the Variance Option, principals and teachers need to know more about what those Performance Tasks will ask students and what administering these tasks means for classroom time.

In the following pages, we have provided two sample cover sheets that outline the content of a task at the elementary and high school level. Cover sheets for each Performance Task will be provided via email to all principals using these common assessments so they can select between two different Performance Tasks for each grade and subject where such tasks are offered.



## **SAMPLE COVER SHEET: THIRD GRADE SOCIAL STUDIES**

**Grade: 3**

**Task Title: “On the Move”**

**Task Overview**

Students are pre-assessed on their understanding of the similarities and differences of the geography of two different communities. The goal is to have students learn about the geography of different regions, to form an opinion about which location would be most desirable to live in, as well as to think globally and be aware that lifestyles in world communities are influenced by geographic factors.

**Major Standards Assessed:**

**Social Studies Standard 3:**

- Geography

**English Language Arts Common Core Learning Standards:**

- Reading Standards for Informational Text K-5
- Writing Standards K-5

**Depth of Knowledge Level: 2**

**Range of Knowledge:**

**Social Studies:**

- **Key Idea #1:** Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environmental and society, and the use of geography. (Adapted from *The National Geography Standards, 1994: Geography for Life*)

**Performance Indicators:**

- Study about how people live, work, and utilize natural resources.
- Identify and compare the physical, human, and cultural characteristics of different regions and people. (Adapted from *National Geography Standards, 1994: Geography for Life*)
- **Key Idea #2:** Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography;

and acquiring, organizing, and analyzing geographic information. (Adapted from *The National Geography Standards, 1994: Geography for Life*)

**Performance Indicators:**

- Gather and organize geographic information from a variety of sources and display in a number of ways.

**English Language Arts:**

- **Reading Informational Texts – Key Ideas and Details #1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **Writing – Text Types and Purposes #1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - Provide reasons that support the opinion.
  - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
  - Provide a concluding statement or section.

**Balance of Representation:**

The weight of this pre-assessment is on gathering and organizing information on the effect of geography on how people live, work, and utilize natural resources. Students are required to demonstrate this understanding by forming an opinion and a written response.

**Context and Alignment:**

Students are expected to gather and organize information about the geography of two different communities in a graphic organizer. They will compare the geography of one community (Alaska) to another community (Costa Rica). In addition, they are expected to form an opinion on which place they would prefer to live, considering how the geography affects how people live, work, and utilize natural resources. The students will be scored on their ability to communicate this information in a written response. This pre-assessment is **partially** aligned to the social studies standard.

The purpose of this assessment is to determine if students can compare the geography of two places and how lifestyles (how people live, work, and utilize natural resources) are affected by the geography of the community. Students will form an opinion and write about which place they would prefer to live.

## **Task Characteristics:**

### *Response Format*

The students will be involved in six parts of the task:

- 1) Pre-writing activity to ensure understanding of comparing and contrasting.
- 2) Listening to and reading fact sheets of the geography Alaska and Costa Rica.  
The fact sheet was created by the teachers who wrote this performance task. Based on The Lexile Framework for Reading, the Alaska fact sheet has a Lexile score of 700, which is an appropriate text complexity for third grade students. The Costa Rica fact sheet has a Lexile score of 720, which is also an appropriate text complexity for third grade students. The Common Core Reading Lexile Range for grades 2 and 3 is 450-790.
- 3) Review of the rubric.
- 4) Completing a graphic organizer comparing the geography of Alaska to the geography of Costa Rica.
- 5) Writing an opinion paper explaining which place they would prefer to live with details explain the opinion.
- 6) Students should refer to the student directions to ensure that all aspects of the task are included.

### *Time Allotted for Instructional Lead-in Materials*

- Students will need to up to two class periods of approximately 45 minutes each for the pre-writing activities, rubric review, listening/reading the fact sheet, and individually completing the graphic organizer.

### *Time Allotted for Scored Student Response*

- Students will need approximately one class period of around 45 minutes to complete the written response.

### *Materials Needed for Lead-in Task and Performance Task*

- Task Rubric
- Fact sheets (Alaska and Costa Rica) created by the teachers who wrote this performance task.
- Graphic organizer created by teachers who wrote this performance task.
- Student directions
- Physical Environment Accommodations
  - Individual space to listen to the fact sheet
  - Individual space to write the response
  - Access to a computer or laptop to create response
- Accessibility and Modifications for ELL and/or SPED students
  - IEP specifications (i.e., voice output, text in braille, etc.)

- Multiple readings of fact sheet
- Consideration of vocabulary words found in fact sheet. For ELL students these words can be translated, have pictures to help define, or have a glossary that defines the word and includes pictures. When reading the fact sheet, this may be an opportunity to teach students the meaning of new words as this instruction will not provide answers to the task response, but rather create an even playing field for all students in understanding the content. In addition, teachers should be aware of cognates when assisting students in understanding the vocabulary. Words to note:
  - Physical features
  - Border
  - Surrounded
  - Climate
  - Community
  - Wants
  - Needs
  - Natural resources
  - Other words identified by the students
- Scribing for graphic organizer
- Different graphic organizer or enlarged graphic organizer
- Pictures for different aspects of geography found in the fact sheet (e.g., mountains, lakes, winter/snow, coal, oil, fisherman, dog sled, tropical jungles, volcano, soccer, etc.)
- Yes/no cards in conjunction with pictures of land forms, climate, natural resources, wants and needs to assist students with identifying similarities and differences of geography
- Prewritten question strips of specific questions that student needs to answer: What is the climate in Alaska/Costa Rica? What are some physical features of the land in Alaska/Costa Rica? What is the same about the climate in Alaska and the climate in the Costa Rica? What is different about the climate in Alaska and the climate in the Costa Rica?
- Scribing for written response
- Additional time for student responses/chunking the implementation and response
- Enlarged and/or bold print of the fact sheet and organizer
- List of statements (true statements and foil statements) of how geography affects how we live and work

## **SAMPLE COVER SHEET: TENTH GRADE ELA**

**Grade: 10**

**Task Title:** “Censoring Texts”

### **Task Overview**

This task asks students to examine the question of whether texts should be censored or edited for use in high school classrooms. Students read contrasting opinions by scholars discussing the case of *The Adventures of Huckleberry Finn*. Subsequently, they read a scene from Lorraine Hansberry’s *A Raisin in the Sun* in both the original version and a version specifically prepared for high school classes in which characters’ lines, as well as stage directions have been edited. Finally, students write an essay in which they take a position on the issue, considering both sides of the question.

### **Major Standards Assessed**

#### **Reading Standards:**

RIT 9-10.10: Read and comprehend literary nonfiction independently and proficiently.

RIT 9-10.1: Cite strong and thorough textual evidence to support analysis of a specific text/source.

RIT 9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RIT 9-10.8: Evaluate the argument and specific claims in a text, assessing truthfulness and validity.

#### **Writing Standards:**

W.9-10.1: Take a clear position, introduce precise claims, and distinguish from opposing claims.

W.9-10.1: Develop claims fairly, with evidence and evaluation of each.

W.9-10.1: Develop counterclaims fairly, with evidence and evaluation of each.

W.9-10.1: Provide a conclusion that follows from and supports the argument.

W.9-10.1: Use transitional words, phrases, and clauses to link major sections of the text, create cohesion, and structure the argument.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.1: Establish and maintain a formal style and objective tone. Use the conventions of English spelling and grammar to make meaning clear.

W.9-10.1: Use the vocabulary and structures of the topic and academic discipline in which they are writing (using data, embedding quotations, citing sources, including tables, etc.). Vary sentence structure for specific effect, based on audience and purpose.

Language Standards:

Use the conventions of English spelling and grammar to make meaning clear.

**Depth of Knowledge:** 3- 4

**Balance of representation:** The reading and writing task are of equal weight.

**Task characteristics:**

Texts and Reading Complexity

- Excerpts from scholarly articles on changing the language in *The Adventures of Huckleberry Finn*
  - Fog index 13.30
  - Although the reading complexity of this is high, the content is highly engaging because it deals with controversial issues (racially-charged language and stereotypes) in school texts and whether or not it is appropriate to include it in school curriculum. The reading is straightforward and 10<sup>th</sup> grade students shouldn't encounter undue difficulty in comprehension.
- Two versions of a scene from *A Raisin in the Sun*
  - Fog index 4.92
  - Plays in general will have a lower reading complexity level because it is dialogue and is intended to be spoken.
  - It is the theme, the controversial nature of the play, the figurative language, and the connotation and tone of the dialogue that contribute to the validity that this reading has an actual higher comprehension level.
- *Number of tasks:* 2
  - 1 reading comprehension
  - 1 writing based on source texts
- *Response format for each task:*
  - The reading comprehension task is a short constructed response.
  - The writing task is a short essay.
- *Time allotted for the graded student response of the task:*
  - 2 class periods (2 x 45 = 90 min) for reading
  - 2 class periods (2 x 45 = 90 min) for writing
- *Time allotted for the instruction prior to the task:*

- The task includes optional introductory materials that are strongly recommended as orientation to doing this kind of work. These materials are especially recommended for students who are at an early stage of reading and writing argument.
- Day 1 provides an introduction to the concept of early adolescence and the tasks that students will be doing.
- *List of the materials for the task:*
  - Reading passages
  - Scrap paper
  - Graphic organizers
  - Student assessment booklets
  - 10<sup>th</sup> grade rubric, response sheet, and student checklist
  - Smartboard, document camera, or LCD projector if texts are to be projected during class discussion



## PERFORMANCE TASK ADMINISTRATION

By September 30, schools must complete verification of teacher grade/subject assignment; as a result, your school should have a strong estimate for the number of teachers and assessments needed for administration of the Performance Tasks. School leaders should then schedule pre-task administration, which should occur during the window of October 17-28. Depending on the grade and subject, pre-task administration could require up to four consecutive class days: teachers must have two consecutive days with 45 minute instructional periods each for the lead-in materials, followed by two consecutive days with 45 minute instructional periods each for the tasks.

Principals of all schools using these assessments should designate one member of their leadership team to serve as the point person for Performance Task oversight. (See [Appendix G](#).) NYCDOE will provide additional details on task administration to these designees at trainings in September and October and will provide more information throughout the school year on post-task administration windows and processes.

## PERFORMANCE TASK SECURITY AND SCORING

As a result of the Common Core pilots in the 2010-2011 school year, NYCDOE has learned that Performance Tasks are instructionally valuable and useful in strengthening teacher practice. In this year's pilot, the district aims to understand what processes are necessary to maximize standardization of Performance Task administration, so that results are comparable across classrooms.

One component of comparability is making sure that tests are secure, meaning they are distributed and scored appropriately. According to the state, teachers cannot score their own students' assessments. For the 2011-12 pilot, NYCDOE will pilot a distributed scoring system to determine what it will take to have teachers score assessments from students they do not teach. Ideally, teachers administering Performance Tasks will receive training on how to score those tasks and do the scoring on student assessments. In this model, teachers learn to apply the Performance Task rubric and quickly understand their students' strengths and weaknesses.

To alleviate some of the scoring burden on pilot teachers this year, the district is *considering* an approach in which teachers across the city – including those not involved in the pilot – would be invited to assist with scoring Performance Tasks in addition to selected teachers participating in the pilot. More information about scoring requirements will be available during September/October trainings. When a new teacher evaluation system is scaled citywide NYCDOE expects that every teacher will participate in scoring student assessments that contribute to measures of student learning.

## **Appendix G: School-Based Support Positions**

The selection, administration, scoring, and use of assessments will require time and attention from principals and other school-based personnel regardless of which assessments used. NYCDOE advises principals to identify teachers to fill the roles listed in the chart on the following pages related to the measures of student learning component of the teacher evaluation and development work. These school-based support staff members will be responsible for attending district-provided professional development sessions, relaying that information to their school community, and ensuring that implementation at the school level goes smoothly.

SCHOOL-BASED SUPPORT POSITIONS FOR IMPLEMENTATION OF MEASURES OF STUDENT LEARNING			
POSITION	WHERE NECESSARY?	RESPONSIBILITIES	IDEAL CANDIDATE CHARACTERISTICS
<b>Assessment Coordinator</b>	Schools delivering performance tasks (one per school; more optional)	<ul style="list-style-type: none"> <li>Schedule teachers for material delivery within relevant assessment windows</li> <li>Receive and unpack assessments and prepare lead-in materials and tasks for delivery; compare student answer documents to school's data verification spreadsheet</li> <li>Prepare answer documents to ensure teacher name and student OSIS numbers are accurate</li> <li>Ensure security of assessments</li> <li>Collect student answer sheets and arrange for material pick-up</li> <li>Responsible for reading the Assessment Coordinator guide and organizing assessment operations</li> </ul>	<ul style="list-style-type: none"> <li>Experience with State test or Regents administration preferred</li> <li>Access to teacher schedules in order to schedule exam pick-ups and drop-offs</li> <li>Access to school vault or secure location for test storage</li> <li>Able to communicate test schedules, operations, and security protocols directly to teachers</li> </ul>
<b>Performance Task Leads</b>	Performance tasks leads are necessary for each subject administered at the school	<ul style="list-style-type: none"> <li>Attend 25 hours of training throughout the school year on performance tasks assessments, delivery, security, and using data from the performance tasks to make instructional decisions</li> <li>Turnkey training information to teachers using performance tasks according to task administration schedule</li> <li>Gather feedback on assessments and process from teachers and communicate back to NYCDOE</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Strong understanding of content area pedagogy and viewed by peers as expert in content area</li> <li>Ability to facilitate training and discussion of task administration rather than merely disseminating materials</li> <li>Ability to effectively gather teachers for meetings to provide training information</li> <li>Experience in student-centered theory of learning</li> <li>Experience creating assessments and understanding of diagnostic, formative, and summative purposes behind assessments</li> <li>Skilled at using online resources and encouraging others to utilize online resources</li> </ul>

SCHOOL-BASED SUPPORT POSITIONS FOR IMPLEMENTATION OF MEASURES OF STUDENT LEARNING			
POSITION	WHERE NECESSARY?	RESPONSIBILITIES	IDEAL CANDIDATE CHARACTERISTICS
<b>Computer Adaptive Assessment Lead</b>	Schools selected to administer CATs (one per school; more optional)	<ul style="list-style-type: none"> <li>Attend CAT professional development sessions on the nature of CATs, preparing students to take CATs, and use of CAT results to inform instruction</li> <li>Turnkey professional development to school staff</li> <li>Schedule CAT exams and ensure computers are available during scheduled times</li> <li>Coordinate with other staff to minimize bandwidth usage during testing</li> <li>Work with Technology Coordinator to ensure that computers and student enrollments are set up for testing</li> <li>Assist staff and teachers with using CAT results to inform instruction</li> <li>Communicate with NYCDOE about CAT implementation and requests for additional support</li> </ul>	<ul style="list-style-type: none"> <li>Comfortable with installing software updates, and trouble-shooting a software issue</li> <li>Interested in using computer adaptive test results to inform instruction</li> <li>Comfortable providing turn-key training to teachers at his or her school</li> <li>Understands limitations of bandwidth at the school</li> <li>Pedagogical experience with either elementary math or literacy</li> <li>Ability to effectively gather teachers for meetings to provide training information</li> </ul>
<b>Data Verification Lead</b>	All schools need to select one data verification lead (this includes schools applying for variance)	<ul style="list-style-type: none"> <li>Read the data verification directions and update your school's data verification spreadsheet to reflect the most accurate teacher-course data at various points throughout the school year, the first point being September 12-30.</li> <li>Work with principal, talent coach, and teachers to update the spreadsheet to accurately reflect each teacher's MOSL assessments</li> <li>Ensure that the appropriate school designee makes necessary changes in ATS, STARS, and/or Galaxy after making changes to the spreadsheet.</li> </ul>	<ul style="list-style-type: none"> <li>Lead must be familiar with teacher class schedules and the content of teacher's classes</li> </ul>

SCHOOL-BASED SUPPORT POSITIONS FOR IMPLEMENTATION OF MEASURES OF STUDENT LEARNING			
POSITION	WHERE NECESSARY?	RESPONSIBILITIES	IDEAL CANDIDATE CHARACTERISTICS
<b>Technology Coordinator</b>	Schools selected to administer CATs (1 per school)	<ul style="list-style-type: none"> <li>• Attend CAT professional development sessions</li> <li>• Deliver turnkey professional development to the staff at their school to train them to proctor exams</li> <li>• Ensure that computers are operational, connected to the internet, and arranged in one room</li> <li>• Install, update and configure software on school computers</li> <li>• Ensure that computers are ready for testing</li> <li>• Update and confirm student enrollment information in CAT system</li> <li>• Communicate with NYCDOE about technology setup and requests for tech support</li> </ul>	<ul style="list-style-type: none"> <li>• Experience proctoring State tests, experience with online assessment administration preferred</li> <li>• Skilled in updating software and troubleshooting software, hardware, and bandwidth issues in time pressured situations</li> <li>• Available during CAT administration windows at the school for set-up and troubleshooting</li> <li>• Access to most up-to-date student enrollment data</li> <li>• Administrative access to computers to install software updates</li> </ul>
<b>Variance Option Lead where applicable</b>	Schools accepted to the Variance option will be asked to submit subject-area leads (e.g., Department Lead) (flexible number per school)	<ul style="list-style-type: none"> <li>• Support principal to design a plan for the variance option, and support writing of variance application</li> <li>• Support the creation of centrally provided professional development and turn-key training to relevant subject-specific leads on rubric creation/use, assessment selection, student work scoring and norming of rubric, goal-setting process</li> <li>• Work closely with networks and talent coaches to design training and support for your school around assessment literacy</li> <li>• Coordinate and check-in on progress of rubric design sessions as schools</li> <li>• Communicate key events and deadlines to teachers</li> <li>• Prepare for and oversee end of the year scoring process</li> </ul>	<ul style="list-style-type: none"> <li>• Strong assessment literacy</li> <li>• Experience leading professional development with teachers at the school</li> <li>• Experience with creating standards-based rubrics</li> <li>• Deep knowledge of the Common Core State Standards, where applicable, and New York State Standards</li> <li>• Skilled in coordinating groups of teachers to design rubrics; comfortable assigning responsibilities, tracking progress</li> </ul>

## Appendix H: Variance Option – Process and Application

### OVERVIEW

Please review the following requirements and expectations carefully. The program office will host an informational webinar on the application process and the rubric for evaluating applications no later than **September 23**. The webinar will be posted in ARIS Learn after that date for others to access.

**Please fill out the form electronically. Enter answers under the specific question or section calling for that information. Please make sure that your responses answer the question completely and concisely. Send your completed application to [jhanson@schools.nyc.gov](mailto:jhanson@schools.nyc.gov) by Monday, September 26.**

Schools may exercise the Variance Option in either of two scenarios:

	COMMON RUBRICS*	SCHOOL SELECTED RUBRICS
<b>Which teachers?</b>	The Common Rubrics option is designed for literacy, math, and in some circumstances social studies teachers. It is intended for schools that have the capacity and seek to develop rigorous CCLS aligned assessments, utilizing the provided rubrics.	The School Selected Rubrics option is designed for teachers in subject areas where there are no Common Core standards. It is intended for schools who feel they have the capacity and seek to develop rigorous standards aligned assessments and the accompanying rubrics to evaluate student work and progress.
<b>Details of the Process</b>	<p>Central provides standards based, task neutral literacy and math rubrics (aligned with standards from Instructional Expectations; Social Studies can opt to use the literacy rubric, where applicable)</p> <p>Schools apply to utilize these rubrics and build an aligned assessment strategy around them, including engaging in a goal-setting process.</p> <p>Teachers may use a variety of assessments they've created or compiled to serve as evidence for student performance/progress towards the goals set for the end of the year.</p>	<p>Teachers within a school or across schools can create or compile their own task-neutral, New York state standards-based rubrics, for content areas not aligned to the common rubrics.</p> <p>Schools apply to develop new rubrics and build an aligned assessment strategy around them, including engaging in a goal-setting process.</p> <p>Teachers may use a variety of assessments they've created or compiled to serve as evidence for student performance/progress towards the goals set for the end of the year.</p>

*\* See next page for an example excerpt of a fourth grade writing common rubric*

*\*\* Teachers in a school not covered by Common Rubrics or School-Selected Rubrics will be held accountable to either a Group Measure or the Student Learning Impact Rubric. See [Appendix C](#) for more information about the decision making process.*

# SAMPLE COMMON RUBRIC FOR VARIANCE OPTION

## WRITING STANDARD 1, 4<sup>TH</sup> GRADE: EXCERPT FROM A SAMPLE COMMON RUBRIC

	FAR BELOW STANDARD	BELOW STANDARD (BARELY MEETING CRITERIA)	APPROACHING STANDARD (PARTIALLY MEETS CRITERIA)	NEAR STANDARD (MOSTLY MEETS CRITERIA)	MEETS STANDARD: PROFICIENT (AT GRADE LEVEL: MEETS CRITERIA )	EXCEEDS STANDARD (MEETS CRITERIA OF GRADE ABOVE)
Score point	0	1	2	3	4	5
Writing Criteria: Introduction and organization	Does not introduce a topic or text and no evidence of organizational structure is present	Introduces a topic or text and/or states an opinion, but largely lacking an organizational structure <u>in which related ideas are mostly grouped to support the writer's purpose.</u>	Introduces a topic or text, states an opinion, and creates an organizational structure <u>in which related ideas are partially grouped to support the writer's purpose.</u>	Introduces a topic or text, states an opinion, and creates an organizational structure <u>in which related ideas are mostly grouped to support the writer's purpose.</u>	Introduces a topic or text <u>clearly</u> , states an opinion, and creates an organizational structure <u>in which related ideas are grouped to support the writer's purpose.</u>	Introduces a topic or text clearly, states an opinion, and creates an organizational structure in which ideas are <u>logically</u> grouped to support the writer's purpose.
Writing Criteria: Support	Does not provide reasons supported by facts and details	Provide very few reasons and/or reasons that are largely lacking in support by facts details.	Provide reasons that are partially <u>supported by facts and details</u>	Provide reasons that are mostly <u>supported by facts and details</u>	Provide reasons that are <u>supported by facts and details</u>	Provide <u>logically ordered</u> reasons that are supported by facts and details.

## CONSIDERATION FOR SCHOOLS CONSIDERING APPLYING FOR VARIANCE OPTION

To be considered for the Variance Option, principals must decide to participate in this process across the whole school. Said another way, schools that choose to use the Variance Option will not be administering common assessments and will instead align school-selected assessments that the school has designed or identified with common rubrics or school-selected rubrics for all grades and subjects where such assessments exist. The purpose of these rubrics is to set high expectations for students and to make assessments more comparable across schools, as required by state regulations.

Schools are encouraged to work with their networks and talent coaches to decide if they are good candidates for Common Rubric or School Selected Rubric options. School leaders should keep the following school level criteria in mind when considering this option:

- School has existing assessments strategies in use that would effectively support and contribute to measures of student learning and teacher effectiveness
- School's existing assessments are aligned to the instructional expectations, Common Core Learning Standards, or state standards
- School possesses a high level of assessment literacy, strong formative strategies and a strong approach to transitioning to the CCLS
- School sees local measures as another opportunity to continue the transition to the CCLS and will work to adapt assessment strategies to support local measures
- School has system for capturing and storing student work and data
- School is organized to support assessment work (time, support structure, knowledge sharing)

While NYCDOE will provide support to schools electing the Variance Option where possible, largely via networks and Talent Coaches, Variance schools must exhibit the capacity to support much of this work independently. The district encourages schools to partner with other schools within their network to share best practices and support implementation through the process.

KEY VARIANCE APPLICATION PROCESS EVENTS	DATE / DEADLINE
Application Posted with MOSL manual	September 2, 2011
Variance Webinar Provided	By September 23, 2011
Final Application Submissions Due	September 26, 2011
Reviewed Applications Returned	Week of October 3, 2011
Accepted Applications Resubmitted with Edits/Updates	October 21, 2011



## VARIANCE OPTION APPLICATION

The following pages of this appendix consist of the Variance application itself. Please complete your Variance application in Microsoft Word and send it to [jhanson@schools.nyc.gov](mailto:jhanson@schools.nyc.gov) by September 26, 2011. Please address the following requests and questions in no more than 5-6 pages.

### Measure of Student Learning for Teachers in Your School

Please indicate which measure of student learning option will be utilized for each teacher at your school. See your school's data verification spreadsheet (more information about this exists in [Appendix E](#)) for a complete list of teachers and courses in your school. Three examples are provided in the table below. Please add as many rows to the table as necessary.

Please keep in mind that for grades/subjects in which there is a State test or Regents exam, student results from those assessments will factor into a teachers measure of student learning rating. The Variance Option does not excuse teachers from the use of state assessments for teacher evaluation.

[illegible]

### ***Program Rationale***

In a one to two paragraph summary, indicate why you want to engage in this process and what you hope to gain by taking part in it. Convey how the Common Rubric or School Selected Rubric approach will fit your school culture and pedagogical practices. Please include:

- A general description of the assessments you'll be using
- How you're aligning those assessments with the Common Core Learning Standards

*Note: You might want to consider answering this question after you have answered all the other application questions.*

### ***Artifacts to Include***

To understand your school's thinking regarding assessment development, please attach the following documents to your application\*:

- Sample assessments and scoring rubrics/guides for each grade/subject for which you are applying
- Sample data sets used internally to inform instruction or track student learning.

*\* These items are also outlined and requested in the questions below.*

### ***School Capacity (Structure and Supports)***

Clearly explain your school's capacity to design its own assessment strategy. Consider each of the following in your explanation:

- Staff Time: Describe the time you will organize your staff to support all of the actions required from a Variance School. Provide school schedule with outlined content/grade level collaboration/meeting times, if applicable. Consider the following demands on a Variance school's time:
  - Assessment alignment to common rubric or rubric selection/design (for school-selected rubrics)
  - Ensuring consistent scoring of student work ("norming" for inter-rater reliability)
  - Assessment administration
  - Goal-setting for students based on assessment results (as scored by rubrics)
- Professional Development: How do you support teacher learning around data informed instruction and differentiation? What kind of PD is provided (embedded or school-wide)? Give specific examples of professional development practices incorporated into instruction.

### ***Assessment Details***

Describe your school's assessment plan.\* Please include:

- The type of assessments you will be using (e.g. essay, multiple choice) and whether they are school created or vendor created.\*\*

- For teachers using the Common Rubrics, what process will you use to ensure that your assessments align with common rubrics?
- For teachers using school-selected rubrics where there is no common rubric provided, which standards will you prioritize in your rubric and aligned assessments?

*\* State regulations require that the same assessments be used by all teachers in a grade level/subject area.*

*\*\* Please keep in mind the principles of assessment outlined in [Appendix D](#) when selecting assessments.*

### ***Formative Development Strategies***

To provide students with the appropriate scaffolding for summative tasks at the end of the year, schools must develop or build in formative strategies to track student progress and differentiate instruction throughout the year beyond assessments for teacher evaluation. In this section, explain what your school's formative approach will be. Please address the following topics:

- The formative assessments you'll use to supplement the assessments used for teacher evaluation

### ***Security Measures***

NYCDOE will not require applicants for the Variance Option to align their assessments with all state regulations regarding assessments used in teacher evaluations. The district believes this flexibility will enable schools to provide proofs of concept for the notion that teachers can create or compile their own quality assessments that can serve as meaningful measures for teacher contribution to student outcomes.

To make the Variance Option viable under state policy over the long term and to ensure that assessments are rigorous and comparable and that evaluation is fair for all teachers, schools must consider state regulations for scoring and security.

- Please indicate how assessments will be scored and the steps taken to ensure that scoring is valid and reliable across all classrooms.
- Please indicate how assessments will be kept secure from students prior to administration.

### ***Data Capture, Analysis, and Communication***

Given that assessments under the Variance Option are designed/compiled and administered at the school level and not centrally (as they are with common assessments), schools must have their own process/system for capturing student data, analyzing it to set goals, and monitoring student progress towards those goals.\*

- Clearly describe your plan for capturing and analyzing data from assessments. Include information about how frequently and in what ways teachers use that data instructionally.
- Please provide samples of the data you collect to support your approach and claims above.

*\* NYCDOE will provide explicit guidance on how Variance schools should set goals for student progress.*

## Appendix I: Student Learning Impact Rubric

NYCDOE is offering the Student Learning Impact Rubric as an alternative to the Group Measure for teachers who are not covered by State tests and Regents exams, common assessments, or Variance Rubrics (where relevant). The final version of the Student Learning Impact Rubric for us in the 2011-12 pilot will be available in October 2011. The district is in the process of revising column of the teacher tenure rubric that requires principals to make a judgment about a teacher's impact on student learning. This will be the basis for the Student Learning Impact Rubric used to measure teacher's contribution to student achievement.

Guidance about teacher goal-setting will also be available in October 2011. Please note that the goals teachers set at the start of the year for their students will play a large role in a principal's judgment of teacher contribution. It is therefore important that early in the school year, teacher using the Student Learning Impact Rubric option have conversations with their principals validating the goals they have set.

### TENURE DECISION-MAKING FRAMEWORK - 2010-2011

*Note: This reflects only the portion of the Tenure Rubric that acknowledges teacher impact on student learning.*

TEACHER DESIGNATION	IMPACT ON STUDENT LEARNING
<b>Highly Effective:</b> Exceeds standards and expectations of effective teaching for student learning, instructional practice, and professional contributions <b>for at least two consecutive years.</b>	Multiple sources of evidence showing that virtually all students (including special populations*) achieve substantial gains on NYS standards.
<b>Effective:</b> Meets standards and expectations of effective teaching for student learning, instructional practice, and professional contributions <b>for at least two consecutive years.</b>	Multiple sources of evidence showing a majority of students achieve substantial gains on NYS standards. Extra credit given to gains achieved by special populations.
<b>Developing:</b> Does not yet fully meet, or has fewer than two years evidence that meets standards and expectations of effective teaching. Teacher may have potential to meet the standards and expectations over time.	Evidence showing a majority of students achieve gains on NYS standards. Extra credit given to gains achieved by special populations.
<b>Ineffective:</b> Inability to meet standards and expectations of effective teaching for student achievement, classroom practice, or professional contributions. Lack of demonstrated potential to meet said standards and provide said evidence.	Evidence that the majority of students do not achieve gains on NYS standards.

## **Appendix J: Sample Teaching Learning Plan**

## Learning Development Plan

**Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

Identify two or three areas for growth that can ideally be accomplished during this school year. Set **SMART Goals**: *Specific, Measurable, Attainable, Realistic, and Timely*. The goals should be a stretch for you, but attainable with effort. Form your goals in alignment with the 2011 *Framework for Teaching* by Danielson.

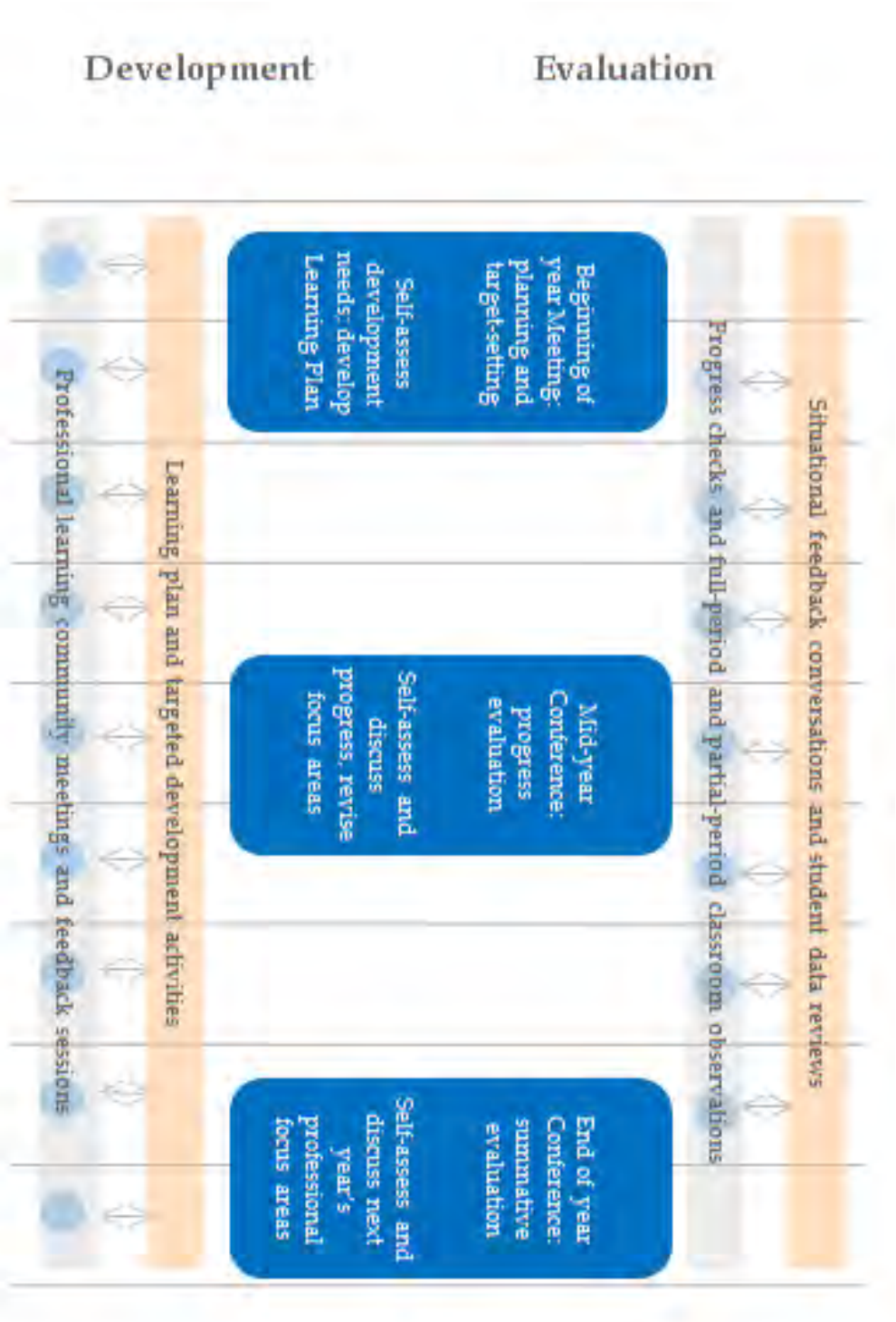
Areas for Growth	Examples of actions toward achieving your goal	Examples of ways to measure progress
<i>Planning &amp; Preparation:</i> <ul style="list-style-type: none"> <li>Setting Instructional Outcomes</li> <li>Designing Coherent Instruction</li> <li>Designing Student Assessments</li> </ul> <i>The Classroom Environment:</i> <ul style="list-style-type: none"> <li>Establishing a Culture for Learning</li> <li>Managing Student Behavior</li> </ul> <i>Instruction:</i> <ul style="list-style-type: none"> <li>Using Questioning and Discussion Techniques</li> <li>Engaging Students in Learning</li> <li>Using Assessment in Instruction</li> </ul> <i>Professional Responsibilities:</i> <ul style="list-style-type: none"> <li>Reflecting on Teaching</li> </ul>	Observe/debrief peer classes (inter-visitation) Set up benchmark conferences with my mentor/coach Attend a workshop or class Conduct relevant research on effective practices the theory Explore ARIS for resources and learning communities Ask students to complete a teacher evaluation Set aside 30 minutes per week to focus on a goal Develop a personal rubric to measure growth	Benchmark conference with a mentor/coach Analyze student test data Examine student work using rubrics Rate yourself on your PD growth rubric Complete a self-assessment to gauge progress Peer review (in-person or video)

As you reflect on your development as a teacher, what are your goals for the next 2-3 years?

Developmental Goal	Related Teacher Competency(ies)	Anticipated Student Outcomes (rationale?)	Developmental Actions (break down into specific individual steps with end-dates)	How will progress be measured?	Resources and Supports Needed	Proposed Dates	Date Completed
Developmental Goal	Related Teacher Competency(ies)	Anticipated Student Outcomes (rationale?)	Developmental Actions (break down into specific individual steps with end-dates)	How will progress be measured?	Resources and Supports Needed	Proposed Dates	Date Completed
Developmental Goal	Related Teacher Competency(ies)	Anticipated Student Outcomes (rationale?)	Developmental Actions (break down into specific individual steps with end-dates)	How will progress be measured?	Resources and Supports Needed	Proposed Dates	Date Completed

**Reflection/Application:** What was the impact on (list specific evidence) instructional/classroom practices and student achievement?

Appendix K: Process Timelines



## Appendix L: Development Conference Guidelines

The three review conferences provide teachers and administrators with regular opportunities to reflect on past practice, to analyze progress to-date, and to set plans for the future. The following chart illustrates examples of the responsibilities of teachers and school leaders in preparing for and conducting these discussions.

	BEGINNING OF YEAR	MID-YEAR	END OF YEAR
<b>Teacher brings...</b>	<ul style="list-style-type: none"> <li>Long-term learning plan</li> <li>Plan for creating or compiling assessments under School-Determined Assessment options if applicable</li> <li>Reflection on development and support needs</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment</li> <li>Student benchmark data if applicable</li> <li>Goals for student performance if applicable</li> <li>Reflection on teacher learning plan activities to-date</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment</li> <li>Reflection on teacher learning plan activities to-date</li> </ul>
<b>Administrator brings...</b>	<ul style="list-style-type: none"> <li>Prior year student learning measures (when available)</li> <li>Finalized summative evaluation from prior year</li> </ul>	<ul style="list-style-type: none"> <li>Teacher competency evaluations</li> <li>Results of any completed assessments</li> <li>Reflection on student outcomes to-date</li> </ul>	<ul style="list-style-type: none"> <li>Teacher competency scores</li> <li>Results of all completed assessments</li> <li>Reflection on student outcomes to-date</li> <li>Summative evaluation (partial)</li> </ul>
<b>Together you discuss...</b>	<ul style="list-style-type: none"> <li>Prior year summative evaluation and student measures</li> <li>Teacher learning plan, including development steps</li> <li>Plans for measures of student learning, including goal-setting and benchmark data collection</li> </ul>	<ul style="list-style-type: none"> <li>Student benchmark data</li> <li>Teacher competencies</li> <li>Teacher learning plan history</li> <li>Overall performance to-date</li> </ul>	<ul style="list-style-type: none"> <li>Student benchmark data</li> <li>Teacher competencies</li> <li>Teacher learning plan history</li> <li>Possible range of summative scores</li> </ul>
<b>Next steps you decide...</b>	<ul style="list-style-type: none"> <li>Teacher learning plan steps and dates</li> <li>Goals for measures of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Teacher learning plan steps and dates</li> <li>Revisions to assessment plans</li> </ul>	<ul style="list-style-type: none"> <li>Teacher learning plan steps, including summer development and goals for next year</li> </ul>